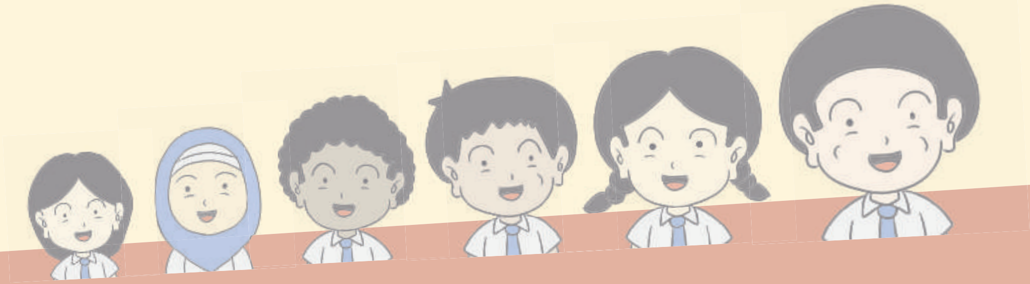


Bahasa Inggris

Think Globally Act Locally



SMP/MTs

KELAS

IX

EDISI REVISI 2018

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Kata Pengantar

Bahasa Inggris adalah bahasa utama dalam komunikasi antarbangsa dan pergaulan dunia. Makin datarnya dunia dengan perkembangan teknologi informasi dan komunikasi menyebabkan pergaulan tidak dapat lagi dibatasi oleh batas-batas negara. Kurikulum 2013 menyadari peran penting bahasa Inggris tersebut.

Kurikulum 2013 dirancang untuk menyongsong model pembelajaran abad ke-21. Di dalamnya terdapat pergeseran pembelajaran dari siswa diberi tahu menjadi siswa mencari tahu dari berbagai sumber belajar melampaui batas guru dan satuan pendidikan. Peran bahasa Inggris dalam model pembelajaran seperti itu menjadi sangat sentral mengingat lebih banyak sumber belajar yang menggunakan bahasa Inggris dibandingkan bahasa lainnya.

Sejalan dengan peran di atas, pembelajaran Bahasa Inggris untuk SMP/MTs Kelas IX ini disusun untuk meningkatkan kemampuan berbahasa Inggris para siswa. Penyajiannya menggunakan pendekatan pembelajaran berbasis teks, baik lisan maupun tulis dengan menempatkan bahasa Inggris sebagai sarana berkomunikasi, berpikir, dan mengolah rasa. Pemahaman terhadap jenis, kaidah, dan konteks suatu teks ditekankan sehingga memudahkan siswa menangkap makna yang terkandung dalam suatu teks dan menyajikan informasi, gagasan, pikiran, dan perasaan dalam bentuk teks secara kontekstual sehingga mudah dipahami orang lain. Komunikasi yang disajikan di sini adalah komunikasi sehari-hari. Bagi beberapa sekolah dan daerah yang telah mengajarkan bahasa Inggris mulai dari kelas-kelas akhir SD/MI, materi yang disajikan perlu diperkaya dengan materi tambahan yang disesuaikan dengan kemampuan siswa, walaupun struktur pembelajarannya tetap mengacu pada model yang ada dalam buku ini.

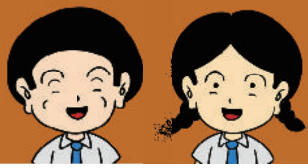
Sebagai bagian dari Kurikulum 2013 yang menekankan pentingnya keseimbangan kompetensi sikap, pengetahuan, dan keterampilan, kemampuan berbahasa Inggris dibentuk melalui pembelajaran berkelanjutan. Pembelajaran model ini dimulai dengan peningkatan kompetensi pengetahuan tentang jenis, kaidah, dan konteks suatu teks, dilanjutkan dengan kompetensi keterampilan menyajikan suatu teks tulis dan lisan, baik terencana maupun spontan dengan pelafalan dan intonasi yang tepat. Pembelajaran berkelanjutan ini bermuara pada pembentukan sikap kesantunan berbahasa.

Buku ini menjabarkan usaha minimal yang harus dilakukan siswa untuk mencapai kompetensi yang diharapkan. Sesuai dengan pendekatan yang digunakan dalam Kurikulum 2013, siswa diajak untuk berani mencari sumber belajar lain yang tersedia dan terbentang luas di sekitarnya. Peran guru dalam meningkatkan dan menyesuaikan daya serap siswa dengan ketersediaan kegiatan pada buku

ini sangat penting. Guru dapat memperkayanya dengan kreasi dalam berbagai bentuk kegiatan lain yang sesuai dan relevan yang bersumber dari lingkungan sosial dan alam.

Buku ini sangat terbuka terhadap masukan dan akan terus diperbaiki untuk penyempurnaan. Oleh karena itu, kami mengundang para pembaca untuk memberikan kritik, saran dan masukan guna perbaikan dan penyempurnaan buku ini. Atas kontribusi tersebut, kami mengucapkan terima kasih. Mudah-mudahan kita dapat memberikan yang terbaik bagi kemajuan dunia pendidikan dalam rangka mempersiapkan generasi seratus tahun Indonesia Merdeka (2045).

Tim Penulis



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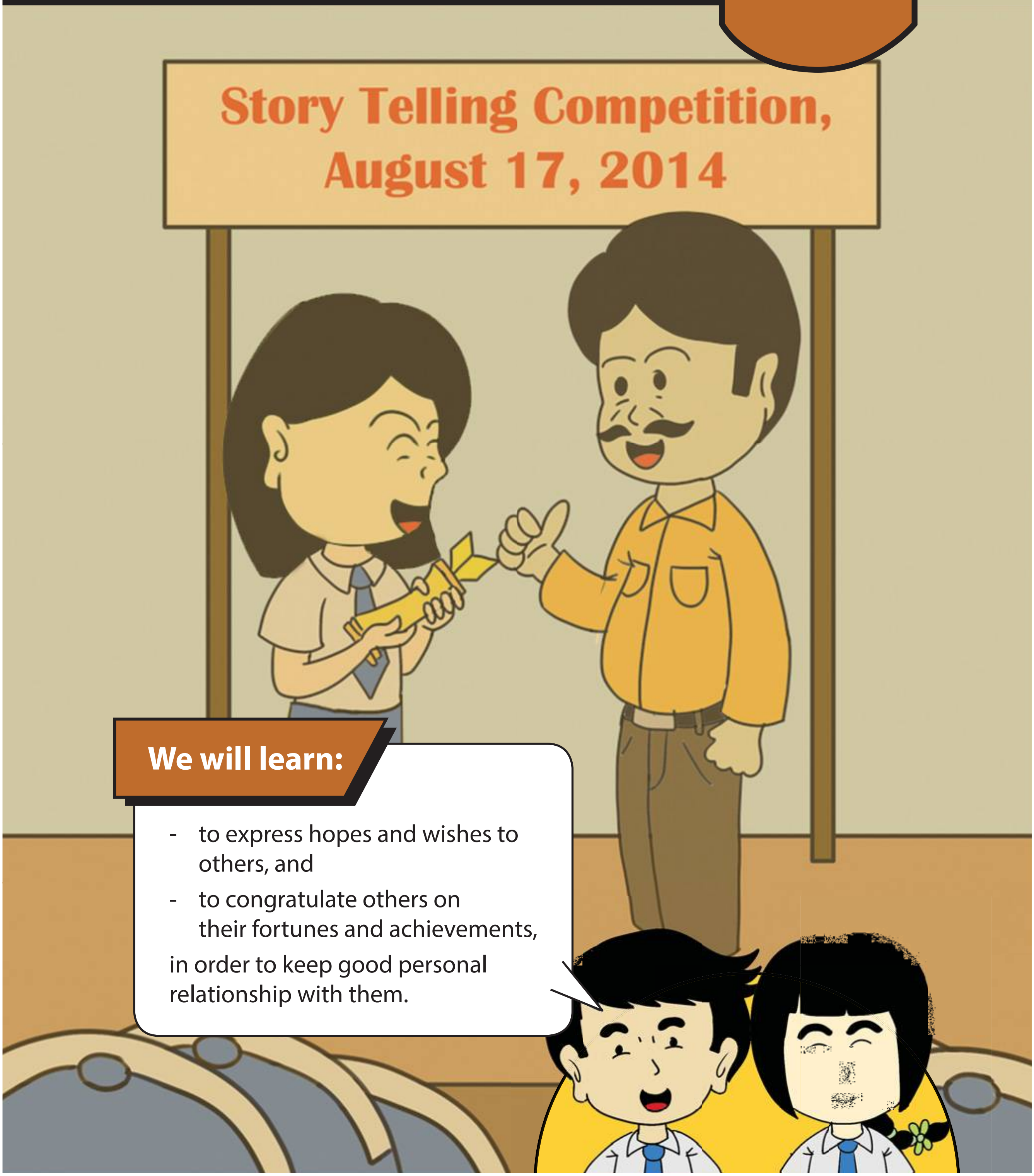
“Do your little bit of good where you are; it’s those little bits of good put together that overwhelm the world.”

ARBISHOP DESMOND TUTU

In Reader’s Digest, January 2004, p. 81



CHAPTER I
Congratulations!



We will learn:

- to express hopes and wishes to others, and
- to congratulate others on their fortunes and achievements,

in order to keep good personal relationship with them.

Observing & Asking Questions



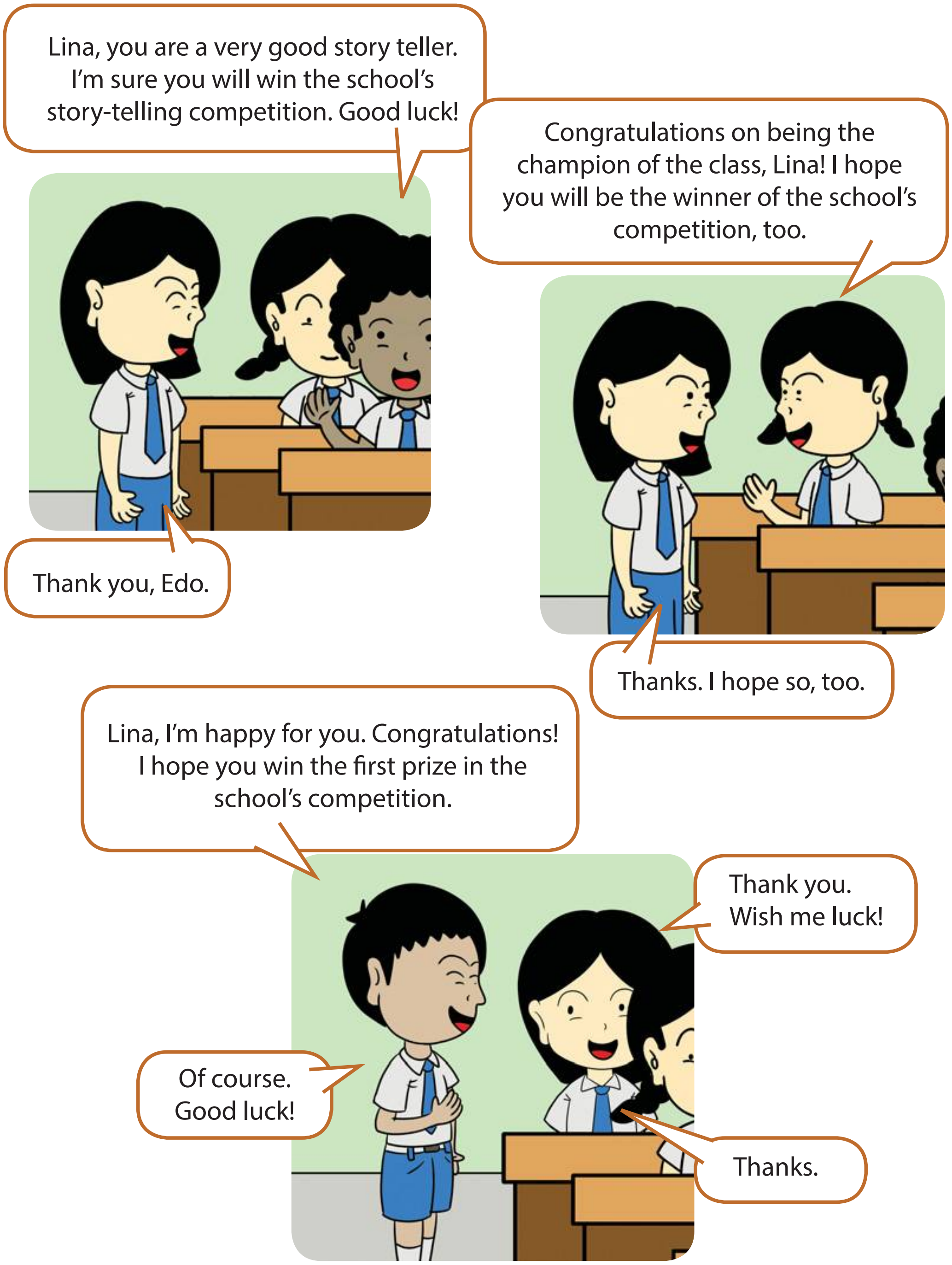
We will play the roles of the speakers in the pictures.

Here are what we will do. **First**, we will listen carefully to our teacher reading the conversation. **Second**, we will repeat the conversation after him/her, sentence by sentence. **Then**, in groups we will play the roles of the speakers in the conversation.

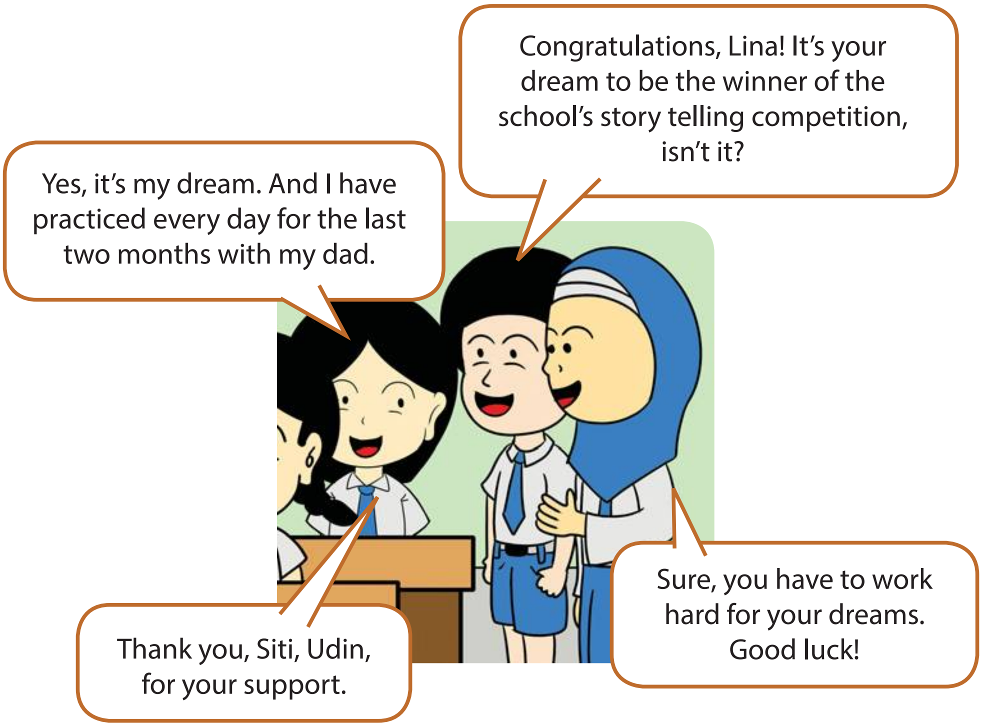
We will say the sentences loudly, clearly, and correctly.



Observing & Asking Questions



Observing & Asking Questions



Observing & Asking Questions

We will learn to ask and answer questions.

Here are what we will do. **First**, we will listen carefully and repeat the examples after the teacher. **Then**, we will do the activity loudly, clearly, and correctly.





First, you will learn to ask what they say to congratulate Lina. For example, if I say "**the teacher**", you will ask, "What does **the teacher** say to congratulate Lina?" And the answer is, "Congratulations, Lina!"

If I say "**her friends**", you will ask, "What do **her friends** say to congratulate Lina?" And the answer is, "Congratulations, Lina!"

Let's start now.

Now, you will learn to ask what Lina says to respond to them. For example, if I say, "**the teacher**", you will ask, "What does Lina say to respond to **the teacher?**" And the answer is, "Thank you, Ma'am."



If I say, "**everybody**", you will ask, "What does Lina say to respond to **everybody**?" And the answer is, "Thank you, everybody."

Let's start now.

Observing & Asking Questions

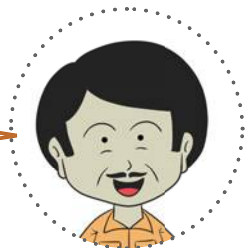
Now, you will learn to ask what they say to hope for Lina's success in the school's story-telling competition next month. For example, if I say "**the teacher**", you will ask, "What does **the teacher** say to express her hope for Lina's success?" And the answer is, "I hope you win the first prize, too. Good luck!"



If I say "**Lina**", you will ask, "What does **Lina** say to express her hope for her success?" And the answer is, "I hope so too, Ma'am!"

Let's start now.

Now, you will ask what Lina says to respond to them. If I say, "**the teacher**", you will ask, "What does Lina say to respond to **the teacher**?" And the answer is, "I hope so too, Ma'am. Yes, I'll do my best."



If I say, "**Edo**", you will ask, "What does Lina say to respond to **Edo**?" And the answer is, "Thank you, **Edo**."

Let's start now.

Collecting Information

We will read some other situations. Dayu, Siti, Lina, Edo, Beni, and Udin congratulate and express their hopes for others' success. We will complete the conversations for them.



Here are what we will do. We will work in groups. **First**, we will read the situations carefully. **Second**, we will discuss and decide what the speaker in each conversation would say. **Third**, every one of us will handwrite the conversations on a piece of paper. **Finally**, we will play the roles of the speakers in the conversation.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. While we are writing, we will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Here is the situation that we will read.

Lina has just got the result of her Math test. She is waiting for the result of her English test. Dayu congratulates her on the result of her Math test and hopes that she gets an A for the English test, too.

The conversation:

Lina: "Thank God, I've got an A for my Math test. But, I don't know the result of my English test, yet."

Dayu: "____."

Collecting Information

Here is what we handwrite on our paper.

Lina has just got the result of her Math test. She is waiting for the result of her English test. Dayu congratulates her on the result of the Math test and hope that she gets an A for the English test, too.

The conversation:

Lina: "Thank God, I've got an A for my Math test. But, I don't know the result of my English test, yet."

Dayu: "Congratulations on the result of your Math test! I hope you get an A for the English test, too."

Situation 2:

Dayu is going to participate in a bike race to celebrate the Independence Day. Siti shows her hope that Dayu will get a prize.

The conversation:

Dayu: "Siti, wish me luck. I will take part in a bike race to celebrate the Independence Day."

Siti: "____

____"

Situation 3:

Edo's father has given him permission to go hiking. Beni is happy for him and expresses his hope that he will have a safe trip.

The conversation:

Edo: "Thank God. Finally my father gives me permission to go hiking."

Beni: "____

____"

Collecting Information

Situation 4:

Lina tells Udin that she will get a scholarship from the government to finish her school. Udin congratulates her and wishes her for the best with her studies.

The conversation:

Lina: "Udin, I will get a scholarship from the government to finish my school."

Udin: "____
____"

Situation 5:

Beni has fulfilled all the requirements to run for the OSIS Chairman. Udin is happy for him and hopes that he will be the next OSIS Chairman.

The conversation:

Beni: "The vice principal said that I met all the requirements to run for the OSIS Chairman."

Udin: "____
____"

Reflecting

We will work in groups to reflect on our learning. We will discuss to complete the statements in the box.





Now I know it is important ...

- to say "____________________________________" to people on their success, achievements, and good fortunes.
- to say "____________________________________" to pray for other people's success, achievements, and good fortunes.

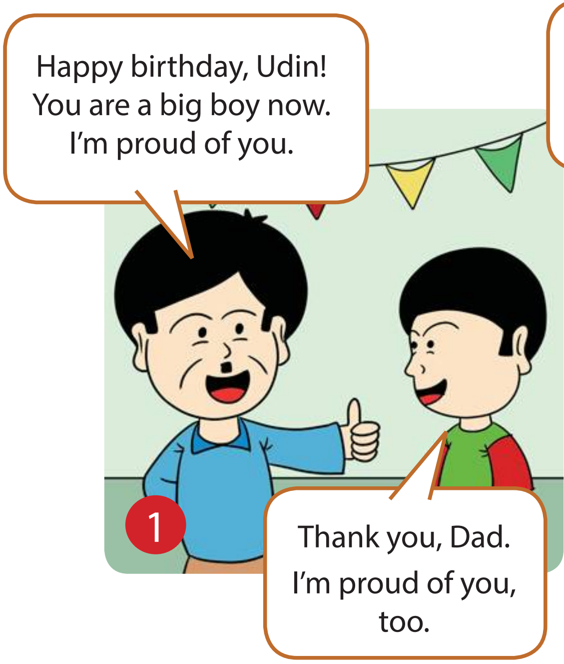
Associating

We will learn to give a compliment when we congratulate others on their success or achievements. We will play the roles of the speakers in the pictures.

Here are what we will do. We will work in groups. **First**, we will read each conversation carefully. **Second**, we will learn to say the words and sentences correctly and meaningfully. **Finally**, we will play the roles of the speakers in the conversations.



We will say the sentences loudly, clearly, and correctly.





Associating



Associating

We will read some other situations. We will complete the conversations for them.



Here are what we will do. We will work in groups. **First**, we will read the situations carefully. **Second**, we will discuss and decide what the speakers in each conversation would say. **Third**, every one of us will handwrite the conversations on a piece of paper. **Finally**, we will play the roles of the speakers in the conversations.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. While we are writing, we will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Here is the situation that we will read.

Siti has just made a very beautiful handycraft from *pandan* leaves. Beni praises her craft and hope that she win the national crafts competition.

Beni: "____."
Edo: "Thank you. I hope so, too."

Associating

Here is what we handwrite on our paper.

Siti has just made a very beautiful handycraft from pandan leaves. Beni praises her craft and hope that she win the national crafts competition.

Beni: "That's a very beautiful handycraft.
I'm sure you will win the national crafts competition."
Edo: "Thank you. I hope so, too."

Situation 2:
Lina has just finished drawing a picture of Mrs. Ani, her English teacher. She will present it to her on her birthday. Siti praises the picture and she's sure that Mrs. Ani will like it.

Siti: "______________________________."
Beni: "Thanks. I hope so, too."

Situation 3:
Udin has just finished making fried tofus for his friends. Dayu says that they look yummy and she's sure that everybody will like them.

Dayu: "______________________________."
Siti: "Thank you. I hope so, too."

Associating

Situation 4:

Beni has just finished mopping the floor of the health unit. Mr. Dani praises him. He also thanks him for that.

Mr. Dani: "____."

Beni: "You are welcome."

Situation 5:

Siti has just finished practicing singing. She will sing in the celebration of Kartini Day. Dayu praises her that she sings like a real singer, and she will get a big around of applause for that.

Siti: "____."

Dayu: "Thank you. That's very nice of you."

Communicating

In our journal, every one of us will handwrite our reflection on our learning process. We will use English or Bahasa Indonesia.



My Journal

I have just learnt to

____

____

____

The activities I like most were

____

____

____

The activities I found most difficult were

____

____

____

What I need to do better is/are

____

____

____

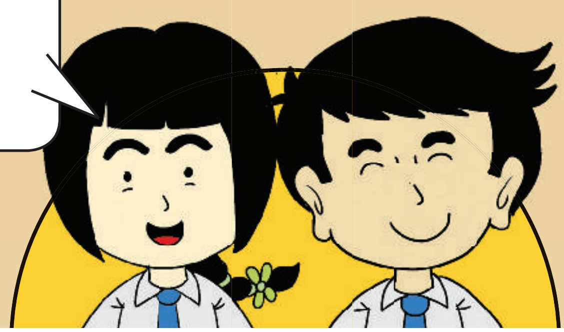
CHAPTER II

Let's live a healthy life!



We will learn:

- to state the purpose or intention to do something, and
- to agree or disagree with a suggestion or an idea.



Observing & Asking Questions

We will play the roles of the speakers in the pictures. Today Dayu is having a diarrhea. She's too weak, so she's staying home. After class, Udin, Lina, Beni, Edo, and Siti visit her at home.



Here are what we will do. **First**, we will listen and repeat the conversation after the teacher, sentence by sentence. **Then**, in our groups we will play the roles of the speakers in the conversation.

We will say the sentences loudly, clearly, and correctly.



Observing & Asking Questions

Siti:	"Hi Dayu, have you taken any medicine, yet?"
Dayu:	"Yes, I have. But it only helps a little."
Siti:	"Maybe you just have to take some rest **in order to** get well soon. "
Dayu:	"You are right. In fact, I have been to the toilet many times today."
Edo:	"Poor you. You need to drink a lot of water **so that** you will not get dehydrated."
Dayu:	"This is a good lesson for me. I never care about what I eat."
Udin:	"Right. Guys, don't forget to wash your fruits and vegetables before you eat them **so** you will not take any germs into your tummy."
Dayu:	"Yes, Boss. You are right. We should always clean our food well. I should be more careful now."
Lina:	"Dayu, you look very pale. I think you need to see the doctor soon **in order to** get help. Don't take diarrhea lightly."
Dayu:	"No, of course not. Actually, My mom is on her way from the office to take me to the hospital."
Siti:	"Good. We'll help you to get ready now."

Observing & Asking Questions

We will work in groups. We will learn to read to each other Siti's, Edo's, Lina's, and Udin's advice to be healthy.

Here are what we will do. **First**, we will listen carefully to our teacher reading each of the texts. **Second**, we will repeat the advices after the teacher, sentence by sentence. **Then**, in groups we will learn to read each of the students' advices to each other.



We will say the sentences loudly, clearly, and correctly.



We should eat enough vegetable, fruit, rice, meat, egg, fish, tofu, and *tempe* **to** be healthy. We should eat well **in order not to** get sick easily. Don't skip breakfast. We should eat breakfast to have energy to do our activities during the day.

Observing & Asking Questions



Regular exercise is good for your health, too. We can jog **to** have stronger lungs. We can also swim **in order to** have strong muscles. Swimming is also good **to** stay in shape. Remember, always do a warm up before doing any exercise so that you will not get muscle injury.



Many kinds of instant foods are not good for your health. They contain dangerous chemicals, like MSG, preservatives, and artificial colours. We should not eat too much instant foods **so that** we will not get serious diseases. **In order to** stay healthy, we should eat a lot more healthy home-made foods.

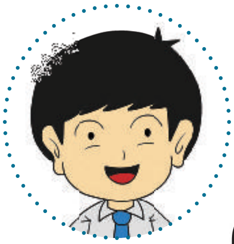
Observing & Asking Questions



In order to be healthy we should keep our home and school clean. We should sweep and mop the floors **to** get rid of dirt. We have to clean our bath tub regularly **so that** mosquitoes don't lay their eggs there. We should wash the dishes right away after meals **in order not to** get harmful bacteria.

Observing & Asking Questions

The activity is an oral drill, and we will do it fast. To do the activity, we have to remember all the advices given by Siti, Edo, Lina and Udin.



Here are what we will do. **First**, the teacher will state the advice. We will listen to it carefully. **Then**, we will state the purpose to complete the sentence.

We will say the sentences loudly, clearly, and correctly.

For example, if I say **"Siti says we should eat enough in order ..."**, quickly say **"to be healthy"**.



If I say "**we should eat enough fruit so that ...**", you will quickly say, "**we will be healthy**".

Let's start now.

Observing & Asking Questions

We will learn to ask questions about the purpose of doing or not doing something: what you should do or should not do something for?



Here are what we will do. We will work in groups. We will use Siti's, Edo's, Lina's and Udin's advice to be healthy. **First**, we will read the advice carefully. **Second**, we will discuss and decide the question of what we should do the advice for. **Third**, every one of us will handwrite the complete statements on a piece of paper.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. While we are writing, we will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Siti's advice

Dialogue 1

Lina: "______________________________?"

Siti: "To be healthy."

Dialogue 2

Udin: "______________________________?"

Siti: "So that we have energy to do our activities during the day."

Observing & Asking Questions

Here is what you hand-write on your paper.

<u>Siti's advice</u>

Dialogue 1

Lina: *"What for do we need to eat various kinds of healthy food?"*

Siti: *"To stay healthy."*

Dialogue 2

Udin: *"What should we have breakfast for?"*

Siti: *"So that we have energy to do our activities during the day."*

<u>Edo's advice</u>

Dialogue 1

Dayu: "____?"

Udin: "To have stronger lungs."

Dialogue 2

Beni: "____?"

Udin: "So that we have strong muscles."

Dialogue 3

Siti: "____?"

Udin: "In order to avoid muscle injury."

Associating

Lina's advice

Dialogue 1

Siti: "____?"

Lina: "In order not to get serious disease."

Dialogue 2

Edo: "____?"

Lina: "So that we will stay healthy."

Udin's advice

Dialogue 1

Siti: "____?"

Edo: "So that we will stay healthy."

Dialogue 2

Dayu: "____?"

Edo: "In oder to get rid of dirt."

Dialogue 3

Lina: "____?"

Edo: "So that there are no mosquitoes in our house."

Dialogue 4

Beni: "____?"

Edo: "In order not to get harmful bacteria."

Reflecting

We will work in groups to reflect on our learning. We will discuss to complete the statements in the box.





Now I know that 'so that', 'in order to', or 'to' are used to state the purpose of doing something, for example .... (get some examples of using each conjunction from the text you have learned)

- we use "What for ________________________",
  for example ...

Or

- "What ________________________________for."
  For example ...

Collecting Information

We will work in groups. We will discuss to decide what to do and not to do in (1) the kitchen, (2) the library, and (3) in the market, and state the purposes.



Here are what we will do. **First**, we will write down what to and not to do in each place, with the purposes. Here we can use English or Bahasa Indonesia. **Second**, we will discuss to state each sentence in English. **Third**, every one of us will handwrite the sentences on a piece of paper. **Finally**, we will present our group's work to the class orally.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. While we are writing, we will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Associating

We will work in groups. We will learn to agree or disagree with a suggestion or an idea.

Here are what we will do. **First**, we will listen to the teacher reading each conversation carefully. **Second**, we will repeat the conversation after the teacher, sentence by sentence. **Then**, in the groups we will play the roles of the speakers in the conversations.



We will say the sentences loudly, clearly, and correctly.

Conversation 1

Lina:	"I don't feel well. I'm catching a cold."
Udin:	"You should go to the doctor."
Beni:	"I don't think that's a good idea. Just take a good rest and drink a lot of water, Lina."
Siti:	"I agree with Udin. You should go to the doctor, Lina. You look very pale. I think you need to take medicine."
Edo:	"I don't agree with you, Siti. Too much medicine is not good. Lina, just take a rest, drink a lot of water, and eat only healthy food."
Dayu:	"I think the best to do is go home, Lina. Your mom and dad know better what you should do."

Associating

Conversation 1

Udin:	"I feel so sleepy and bored. Let's stop working for a while to get some fresh air outside."
Dayu:	"I don't think that's a good idea. Let's finish our text first, and then we'll go out and have *bakso* in Pak Man."
Beni:	"I agree with Dayu. Udin, please go back to work so that we can finish the text before lunch."
Siti:	"Udin, to feel better, drink a big glass of water and then have a little exercise here."
Edo:	"You are right, Siti. We are too serious and we don't care with our health. Let's drink and then have some exercises here."
Lina:	"I agree with Siti and Edo. Come on everybody. Stand up, and drink a lot of water. Then, come here to stretch up and have a little exercise for just two minutes."
Udin:	"That's a smart idea. Everybody, let's stop working for a while to have some exercise. You lead us, Lina!"

Associating

We will find from the two conversations the students' suggestions and the statements of agreement and disagreement with each of them. We will use a table to do the activity.



Here are what we will do. We will work in groups. **First**, we will study the examples carefully. **Second**, we will discuss and fill in the tables like the examples. **Finally**, every one of us will handwrite the work on a piece of paper.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. While we are writing, we will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

No.	Advice	Agreement or Disagreement		
		+	-	
1.	You should go to the doctor.		√	I don't think that's a good idea.
2.	Just take a good rest and drink a lot of water, Lina.	√		I agree with Udin.

Communicating

In our journal, every one of us will handwrite our reflection on our learning process. We will use English or Bahasa Indonesia.



My Journal

I have just learnt to

____

____

____

The activities I like most were

____

____

____

The activities I found most difficult were

____

____

____

What I need to do better is/are

____

____

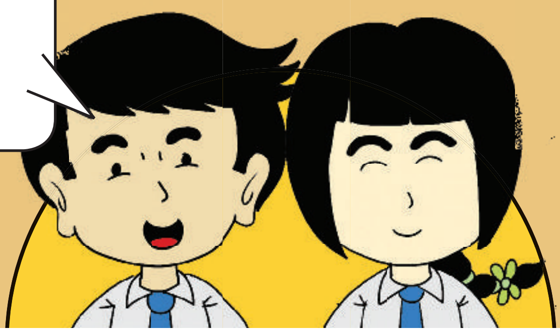
____

CHAPTER III
Be healthy, be happy



We will learn:

- to choose healthy and safe products,
- to avoid harmful effects, and
- to get the best results.



Observing & Asking Questions

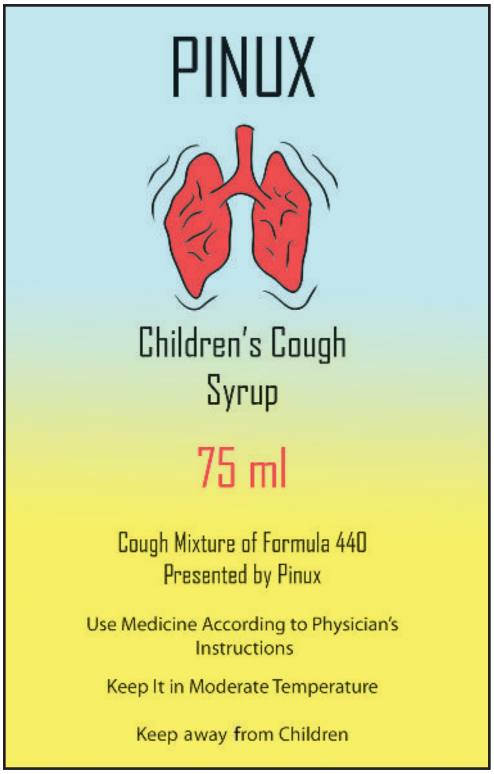
We will look closely at the label of cough syrup 'Pinux' and the label of pain reliever 'Sipalas'. The labels provide different kinds of information about the drugs. We will use an analysis table to find them.



Here are what we will do. We will work in groups. **First**, we will study the examples carefully and copy them in the notebook. **Second**, we will discuss and fill in the tables with the facts stated on the labels, like the examples. **Finally**, every one of us will handwrite the analysis in the notebook or type it on the computer.

We will say the sentences loudly, clearly, and correctly.

Observing & Asking Questions



NO.	FACTS	AVAILABLE?	STATEMENTS
1	Brand of drug	Yes	Pinux
2	Name of drug	Yes	Children's cough syrup
3	Description	Yes	Cough mixture of formula 440
4	Content/Amount	Yes	75 ml
5	Use(s)	No	Not available
6	Directions to use & dosage	Yes	Use medicine according to physician's instructions.
7	Directions to store	Yes	1) Keep it in moderate temperature. 2) Keep away from children.
8	Expiration date	No	Not available

Observing & Asking Questions

Drug Facts

Active Ingredients (in each 5 mL = 1 teaspoonful)
Acetaminophen 160 mg
Purpose Pain reliever/fever reducer
Uses Temporarily relieves minor aches and pains due to:
- the common cold - flu - headache - sore throat - toothache -
Temporarily reduces fever
Warnings
Sore throat warning: If sore throat is severe, persists for more than 2 days, is accompanied or followed by fever, headache, rash, nausea or vomiting, consult a doctor promptly
Do not use - with any other products containing acetaminophen
When using this product - do not exceed recommended dose (see overdose warning)
Stop use and ask a doctor if - new symptoms occur - redness or swelling is present - pain gets worse or lasts for more than 5 days - fever gets worse or lasts for more than 3 days
Keep out of reach of children
Overdose warning: taking more than the recommended dose (overdose) may cause liver damage. In case of overdose, get medical help or contact a poison control center right away. Quick medical attention is critical even if you do not notice any signs of symptoms.
Directions - do not take more than directed (see overdose warning) - if needed, repeat dose every 4 hours or as directed by a doctor - do not give more than 5 doses in 24 hours

children under 2 years (under 24 lbs) - ask a doctor
children 2-3 years (24-35 lbs) - 1 teaspoonful (5 ml)
children 4-5 years (36-47 lbs) - 1 1/2 teaspoonful (7.5 ml)
children 6-8 years (48-59 lbs) - 2 teaspoonful (10 ml)
children 9-10 years (60-71 lbs) - 2 1/2 teaspoonful (12.5 ml)
children 11 years (72-95 lbs) - 3 teaspoonful (15 ml)
adults & children 12 years & older - 4 teaspoonful (20 ml)

Other information store at room temperature 20-25°C (68-77°F)
Inactive ingredients: citric acid, D&C red no.33, FD&C red no.40, cherry flavour, methylparaben, propylene glycol, saccharin sodium, sodium benzoate and purified water
Questions: 888-974-5279

SIPALAS

Acetaminophen
Liquid
PAIN RELIEVER - FEVER REDUCER

Alcohol Free
Aspirin Free
Sugar Free

473 ml
DO NOT USE IF TAMPER EVIDENT SAFETY SEAL AROUND CAP IS BROKEN OR MISSING

036000 291452

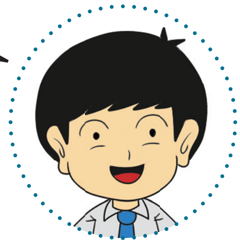
NO.	FACTS	AVAILABLE?	STATEMENTS
1	Brand of drug	Yes	Sipalas
2	Name of drug	Yes	Acetaminophen Liquid
3	Description	Yes	1) Pain reliever 2) Fever reducer 3) Alcohol free 4) Aspirin free 5) Sugar free
4	Content/Amount		
5	Use(s)		
6	Directions to use & dosage		
7	Directions to store		
8	Expiration date		

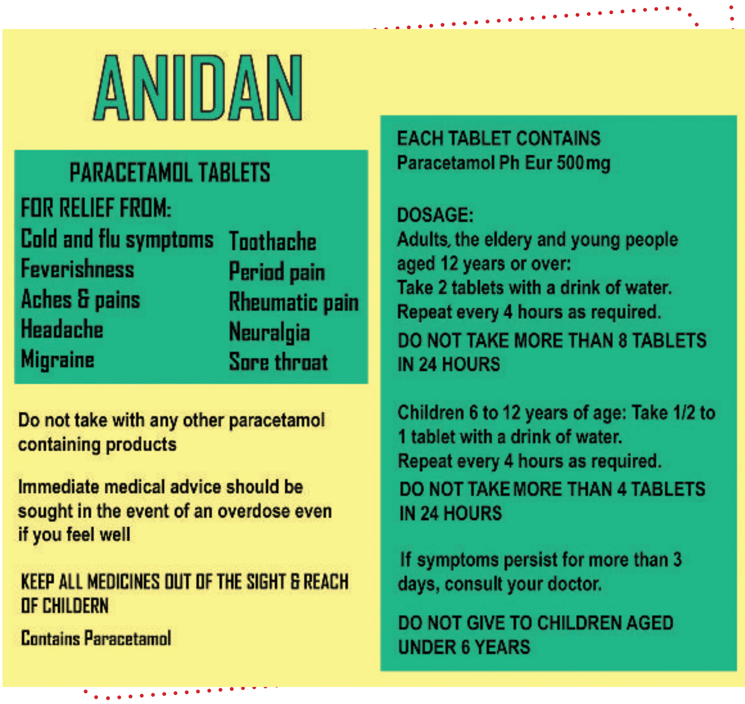
Observing & Asking Questions

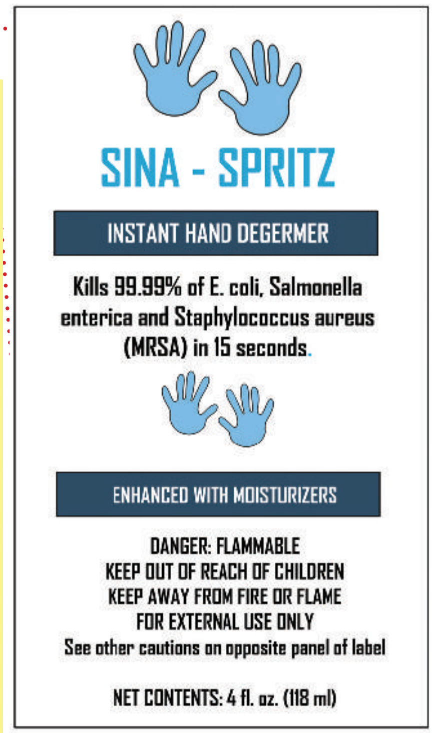
We will do the same activity with two other labels. With the same table, we will find the different kinds of facts available on the labels of Anidan and Sina-Spritz.

Here are what we will do. We will work in groups. **First**, we will discuss and fill in the tables with the facts stated on each label. **Then**, every one of us will handwrite the work on a piece of paper.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. While we are writing, we will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.







Collecting Information

We will learn to present the different kinds of information in our tables orally. We will use a presentation guide to present the tables about the labels of Pinux and Sipalas.



Here are what we will do with each label. **First**, we will listen carefully to the teacher reading each piece of information in the presentation guide. **Second**, we will repeat after the teacher, sentence by sentence. **Then**, in groups we will learn to present all the facts in each table to each other.

We will say the sentences loudly, clearly, and correctly.

Collecting Information



Brand of drug	**The brand of the drug is** Pinux.
Name of drug	**The drug is** children's cough syrup.
Description	**It is** cough mixture of formula 440.
Content/Amount	**The package contains** seventy-five mililitres of cough syrup.
Use(s)	**There is no information about the uses of the drug.**
Directions to use & dosage	**These are the directions and dosages to use the drug.** 1) Use medicine according to physician's instructions. 2) There is no information about the dosage.
Directions to store	**These are the directions to store the drug.** 1) Keep it in moderate temperature. 2) Keep away from children.
Expiration date	There is no information about the expiration date.

Collecting Information

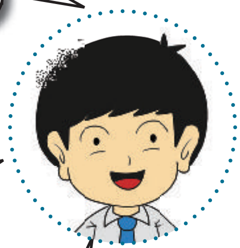


Brand of drug	**The brand of the drug is** Sipalas.
Name of drug	**The drug is** Acetaminophen Liquid.
Description	**It is** pain reliever, fever reducer, alcohol free, aspirin free, and sugar free.
Content/ Amount	**The package contains** four hundred and seventy-three mililitres.
Use(s)	**The drug is used** to relieve minor aches and pains due to the common cold, flu, headache, sore throat, and toothache. It also temporarily reduces fever.
Directions to use & dosage	**These are the directions and dosages to use the drug.** 1) Do not take more than directed (see overdose warning). 2) If needed, repeat dose every four hours or as directed by a doctor. 3) Do not give more than five doses in twenty four hours. 4) Children under two years (under twenty four pounds): ask a doctor. 5) Children two to three years (twenty four to thirty five pounds): one teaspoonful (five mililitres) 6) Children four to five years (thirty six to forty seven pounds): one and a half teaspoonful (seven and a half mililitres)
Directions to store	**These are the directions to store the drug.** 1) Keep out of reach of children. 2) Store at room temperature 20-25°C (68-77°F).
Expiration date	There is no information about the expiration date.

Collecting Information

We will do the same activity to present the information on the labels of Anidan and Sina-Spritz. We will work in groups.

Here are what we will do with each label. **First**, we will use the tables about Anidan and Sina-Spritz. We will also use the presentation guide. **Then**, in groups we will learn to present all the facts in the table to each other.



We will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Presentation Guide

Facts	Start by saying
Brand of drug	The brand is ....
Name of drug	The drug is ....
Description	The drug is ....
Content/Amount	The package contains ....
Use(s)	The drug is used to cure ....
Directions to use & dosage	These are the directions and dosages to use the drug ....
Directions to store	These are the directions to store the drug ....
Expiration date	The drug must not be used from ... (or) no date is available on the label.

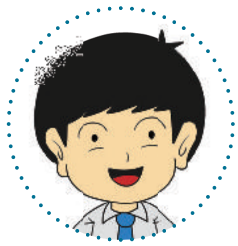
Reflecting



We will work in groups to reflect on our learning. We will discuss to complete the statements in the box.

Now I know that when we buy a medicine, it is very important to read the facts about the medicine on the label very carefully.

- On the label we know different kinds of information, such as ______________________
  ____
- I have learnt many new words, that is, ______
  ____



Associating

Now, we will look closely into the labels of food and drink. With a similar table, we will find the different kinds of facts available on the labels of Kraton Tea and Geae.



Here are what we will do. We will work in groups. **First**, we will study and handwrite the example to analyse the label of Kraton Tea on a piece of paper. **Second**, we will discuss and fill in the table with the facts stated on the label Geae. **Then**, every one of us will handwrite the work on a piece of paper.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. When we are writing, we will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Collecting Information

KRATON TEA

FOR THE PERFECT CUP OF TEA

Use 1 bag per cup.
Pour fresh bubbling water over tea bag.
Steep for 3 to 5 minutes and remove tea bag.

FOR INFORMATION
CALL TOLL FREE
1-777-546-3021

Net weight 60 ml
Best before

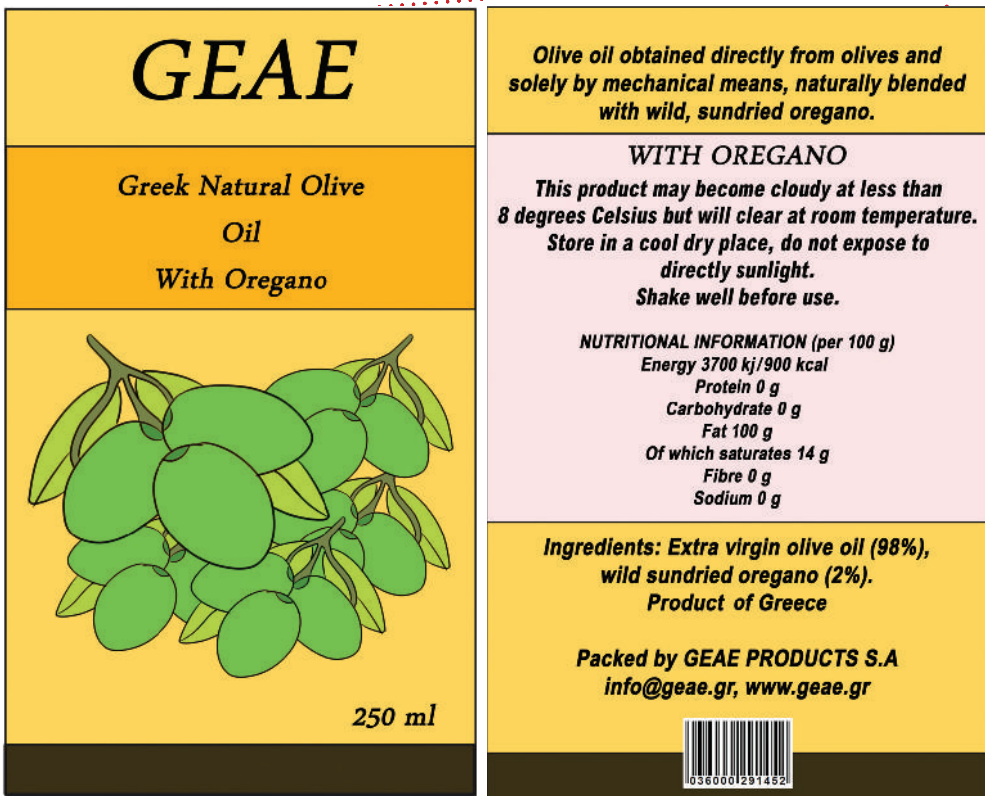
Collecting Information

Kraton Tea

NO.	FACTS	STATEMENTS
1	**Brand of product**	Kraton Tea
2	**Name of product**	Tea
3	**Content/Amount**	Net weight 60 ml
4	**Description**	For the perfect cup of tea
5	**Ingredients**	Not available
6	**Directions to use**	• Use 1 bag per cup. • Pour fresh bubbling water over tea bag. • Steep for 3 to 5 minutes and remove tea bag.
7	**Directions to store**	Not available.
8	**Expiration date**	Best before (no date available)



Collecting Information



Geae Greek Natural Olive Oil

NO.	FACTS	STATEMENTS
1	**Brand of product**	Geae
2	**Name of product**	Greek natural olive oil with oregano
3	**Content/Amount**	
4	**Description**	
5	**Ingredients**	
6	**Directions to use**	
7	**Directions to store**	
8	**Expiration date**	

Associating

We will work in groups. We will learn to present the information on the labels of Kraton Tea and Geae Greek Natural Olive Oil orally.



Here are what we will do with each label. **First**, we will use the tables about Kraton Tea and Geae Greek Natural Olive Oil. We will also use the presentation guide. **Then**, in group we will learn to present all the facts in the table to each other.

We will say the sentences loudly, clearly, and correctly.
If we have any problems, we will go to our teacher for help.

Presentation Guide

Facts	Start by saying
Brand of product	The brand of the product is ....
Name of product	The product is ....
Content/Amount	The package contains ....
Description	The product is ....
Ingredients	The product is made from ....
Directions to use & dosage	These are the directions to use the product ....
Directions to store	These are the directions to store the product ....
Expiration date	The product must not be used from ... (or) no date is available on the label.

Associating

We will work in groups. We will work with three more labels of food and drink: Stalle's Bakery, Novel Tea, and Farm House Oatmeal Bread.

Here are what we will do with each label. **First**, we will use the same table to analyse each label. Every one of us will handwrite the analysis on a piece of paper. **Then**, we will present all the facts in the table to each other. We will use the presentation guide to do it.



We will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Associating

STALLE'S BAKERY

WHEATGERM BREAD MEDIUM SLICED 800G

Ingredients:

Wheat Flour, Water Wheatgerm (11%), Yeast, Salt, Wheat Protein, Vinegar, Fermented Wheat Flour, Barley Flour, Soya Flour, Emulsifier: E472e (Made from Vegetable Oil), Vegetable Fat, Barley Fibre, Flour Treatment Agent: Ascorbic Acid (Vitamin C)

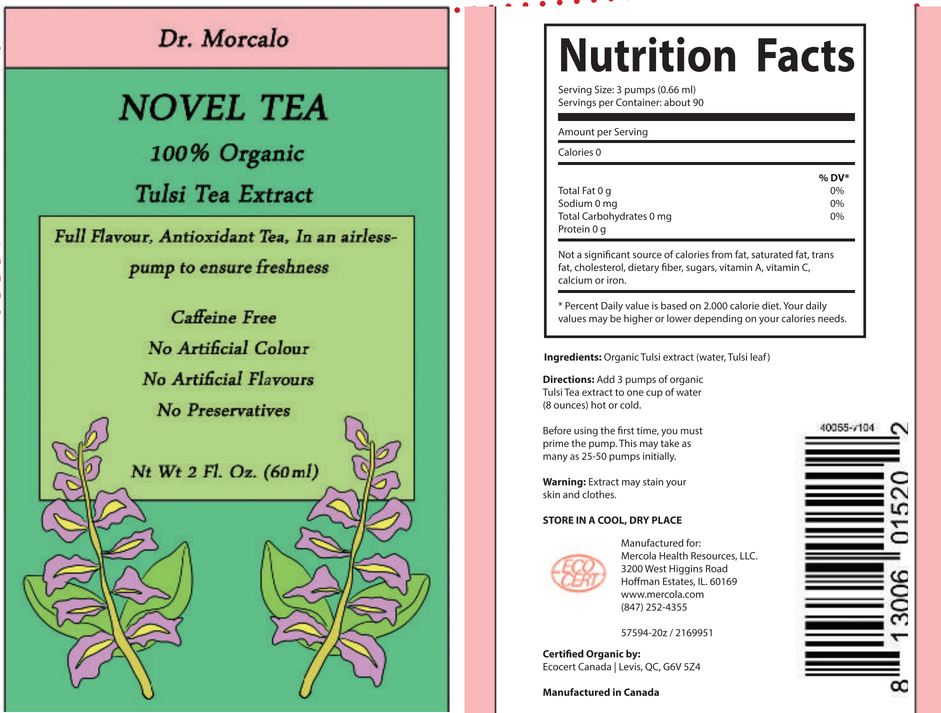
Nutrition	Per 100g	Per slice 25g
Energy	947kj 224kcal	237kj 56kcal
Carbohydrate	38.6g	9.7g
Of which sugars	3.1g	0.8g
Fat	2.2g	0.5g
Of which saturates	0.4g	0.1g
Fibre	5.3g	1.3g
Sodium	0.39g	0.10g
Equivalent as salt	0.96g	0.24g

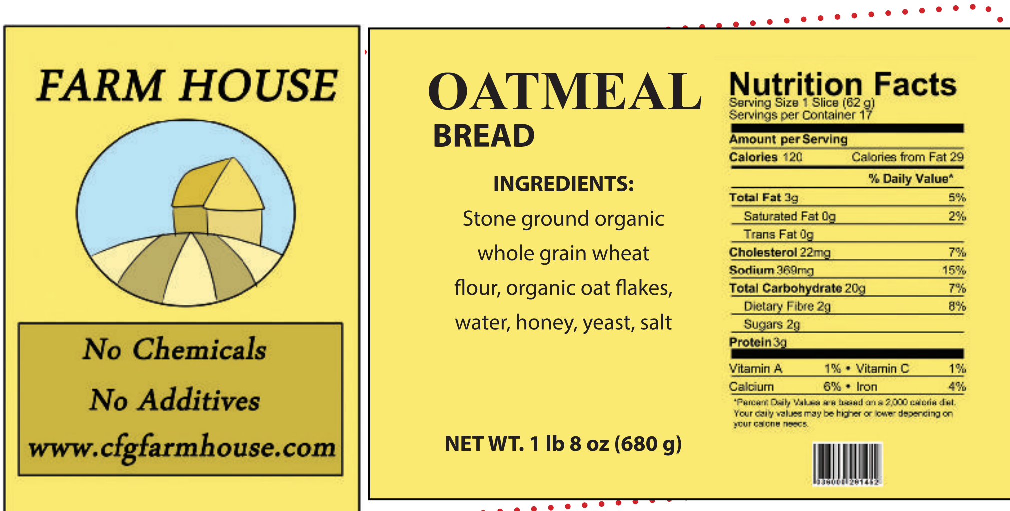
Price £1.35

Use By: 19.10.13

036000 291452

UNIT 56, TOOTSWWOOD INDUSTRIAL ESATE


Dr. Morcalo
NOVEL TEA
100% Organic
Tulsi Tea Extract
Full Flavour, Antioxidant Tea, In an airless-pump to ensure freshness
Caffeine Free
No Artificial Colour
No Artificial Flavours
No Preservatives
Nt Wt 2 Fl. Oz. (60 ml)
Nutrition Facts
Serving Size: 3 pumps (0.66 ml)
Servings per Container: about 90
Amount per Serving
Calories 0
% DV*
Total Fat 0 g 0%
Sodium 0 mg 0%
Total Carbohydrates 0 mg 0%
Protein 0 g
Not a significant source of calories from fat, saturated fat, trans fat, cholesterol, dietary fiber, sugars, vitamin A, vitamin C, calcium or iron.
* Percent Daily value is based on 2.000 calorie diet. Your daily values may be higher or lower depending on your calories needs.
Ingredients: Organic Tulsi extract (water, Tulsi leaf)
Directions: Add 3 pumps of organic Tulsi Tea extract to one cup of water (8 ounces) hot or cold.
Before using the first time, you must prime the pump. This may take as many as 25-50 pumps initially.
Warning: Extract may stain your skin and clothes.
STORE IN A COOL, DRY PLACE
Manufactured for:
Mercola Health Resources, LLC.
3200 West Higgins Road
Hoffman Estates, IL. 60169
www.mercola.com
(847) 252-4355
57594-20z / 2169951
Certified Organic by:
Ecocert Canada | Levis, QC, G6V 5Z4
Manufactured in Canada


FARM HOUSE
No Chemicals
No Additives
www.cfgfarmhouse.com
OATMEAL
BREAD
INGREDIENTS:
Stone ground organic whole grain wheat flour, organic oat flakes, water, honey, yeast, salt
NET WT. 1 lb 8 oz (680 g)
Nutrition Facts
Serving Size 1 Slice (62 g)
Servings per Container 17
Amount per Serving
Calories 120 Calories from Fat 29
% Daily Value*
Total Fat 3g 5%
Saturated Fat 0g 2%
Trans Fat 0g
Cholesterol 22mg 7%
Sodium 369mg 15%
Total Carbohydrate 20g 7%
Dietary Fibre 2g 8%
Sugars 2g
Protein 3g
Vitamin A 1% • Vitamin C 1%
Calcium 6% • Iron 4%

Communicating

This is a group project. We will analyse and present the facts of the labels on the packaging of real products in English.

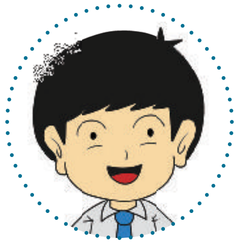


Here are what we will do in each group. **First**, we will go out or use the Internet to find one label of drug, one label of drink, and one label of food. **Second**, we will analyse each label. We will present the analysis on a poster. **Third**, we will put the poster of each group on the walls of our classroom. **Finally**, we will present the posters to the people who come to visit our posters.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Communicating

In our journal, every one of us will handwrite our reflection on our learning process. We will use English or Bahasa Indonesia.



My Journal

I have just learnt to

____

____

____

The activities I like most were

____

____

____

The activities I found most difficult were

____

____

____

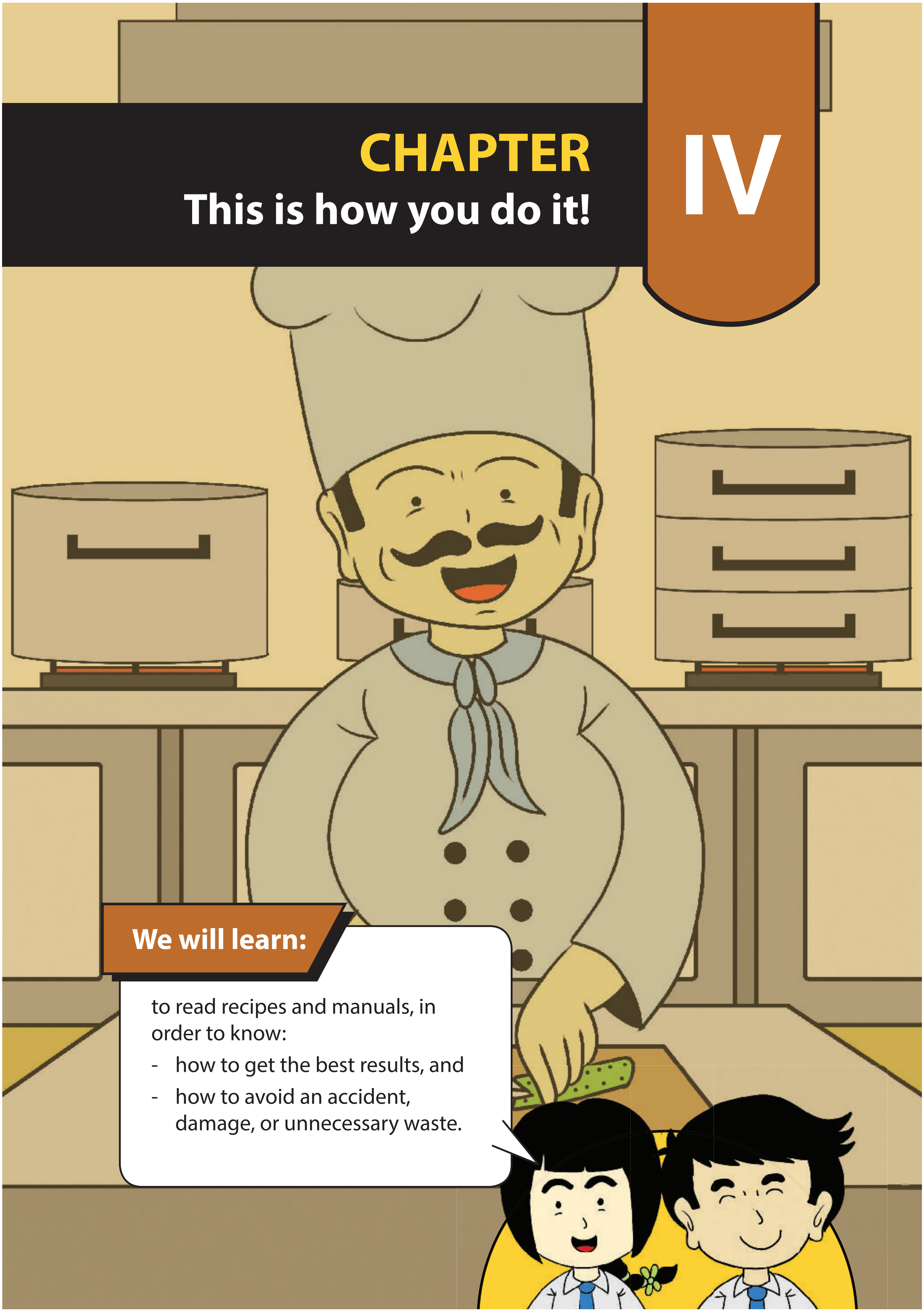
What I need to do better is/are

____

____

____

CHAPTER IV
This is how you do it!



We will learn:

to read recipes and manuals, in order to know:

- how to get the best results, and
- how to avoid an accident, damage, or unnecessary waste.

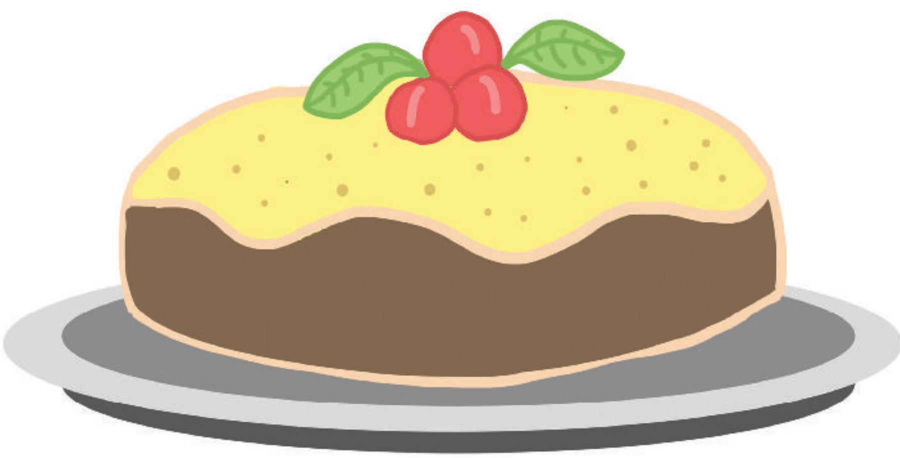
Observing & Asking Questions

We will work in groups. We will learn to read the recipes to each other.



Here are what we will do with each recipe. **First**, we will listen carefully to our teacher reading each of the recipes. **Second**, we will repeat each part after the teacher. **Then**, in groups we will learn to read the recipe to each other.

We will say the sentences loudly, clearly, and correctly.



Observing & Asking Questions



NOVEL APPLE PUDDING	
Ingredients	*Method*
4 green apples, peeled, cored and thickly sliced *¼ cup/45g self-raising flour, sifted* *60g butter or margarine, cubed* *½ cup/100g caster sugar* *1¼ cups/300ml water*	*1. Place apple in a heat-proof dish. Place flour in a bowl. Rub in margarine with a spatula.* *2. Stir in sugar and water (mixture should be lumpy). Pour over apples.* *3. Bake at 180°C for 1 hour or until syrupy and golden. Serve warm with cream or ice cream.*
	Serves 6 *Preparation time 15 minutes* *Cooking time 60 to 70 minutes*

Observing & Asking Questions



ICED FRUIT COCKTAIL WITH CONDENSED MILK
Es Teler

150 g (1½ cups) sugar
2 pandan leaves, shredded lengthwise and tied in a knot
3½ tablespoons (50ml) water
400g ripe avocado, cut into 1-cm cubes
400g ripe jackfruit, deseeded and cut into 1-cm cubes
3 young coconuts, meat scraped out
crushed ice
condensed milk

1. *To make syrup, combine sugar, pandan leaves and water in a small saucepan and heat the mixture for a few minutes over low heat until sugar dissolves. Cool syrup.*
2. *To serve this dessert, place generous spoonful of cubed avocado, jackfruit and young coconut into a serving bowl. Add a little syrup to sweeten, top with crushed ice and drizzle on a little condensed milk. Serve immediately.*

Serves 4-6

Observing & Asking Questions

Every one of us will handwrite each of the two recipes on a piece of paper. We will use a more attractive presentation and layout.

Here are what we will do with each recipe. **First**, we will find attractive recipes from books, magazines, or the Internet. We will look closely at the presentation and layout. **Second**, every one of us will handwrite or use a computer to present the recipe in an attractive way. **Third**, we will put the recipe on the wall of our classroom. **Finally**, we will answer the questions from the people who come to visit our recipes.



We will use a dictionary. We will spell the words and use the punctuation marks correctly. If we have any problems, we will go to our teacher for help.

Observing & Asking Questions

We will learn how to state each INGREDIENT in the recipe. We will use a table to analyse the structure of each ingredient.



Here are what we will do. We will work in groups. **First**, we will study the examples carefully and copy them in the notebook. **Second**, we will analyse the other ingredients, like the examples. We will discuss and put the right words into the right columns. **Finally**, every one of us will handwrite the analysis in the notebook or type it on a computer.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. When we are writing, we will say the words loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Novel Apple Pudding

Amount/ Number	Kind	THING	Action applied
4	green	apples	peeled, cored, and thickly sliced
¼ cup/45 g	self-raising	flour	sifted

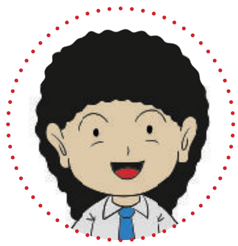
Observing & Asking Questions

Iced Fruit Cocktail with Condensed Milk

Amount/ Number	Kind	THING	Action applied
150 g (1½ cups)		sugar	
2	pandan	leaves,	shredded lengthwise and tied in a knot

We will say each ingredient orally, like the examples.

Here are what we will do with each ingredient. We will work in groups. **First**, we will listen carefully to the teacher reading the examples. **Second**, we will repeat the examples after the teacher, one by one. **Third**, every one of us will copy the examples in the notebook. **Next**, we will write how to say all the ingredients like the examples. **Finally**, in each group we will learn to present all the ingredients to each other orally.



We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say the ingredients loudly, clearly, and correctly.

Observing & Asking Questions

Novel Apple Pudding

No.	Written	Oral
1.	4 green apples, peeled, cored and thickly sliced	Four green apples. **Peel** them, **core** them, and then **slice** them thickly.
2.	¼ cup/45g self-raising flour, sifted	A quarter cup or forty-five grams **of** self-raising flour. **Sift** it.

Iced Fruit Cocktail with Condensed Milk

No.	Written	Oral
1.	150 g (1½ cups) sugar	One hundred and fifty grams or one and a half cups **of** sugar
2.	2 pandan leaves, shreded lengthwise and tied in a knot	Two pandan leaves. **Shred** them lengthwise. Then, **tie** them in a knot.

Observing & Asking Questions

As shown in the examples, when you present an ingredient orally,

1. you use 'of' between the unit and the thing.

¼ cup ... sugar	>>	A quarter cup **of** sugar
45g ... self-raising flour	>>	Forty-five grams **of** self-raising flour
150 g ... sugar	>>	One hundred and fifty grams **of** sugar
1 ½ cup ... sugar	>>	One and a half cups **of** sugar

2. you tell the audience to do an action as required by the action stated after the thing.

4 green apples, **peeled**	>>	**Peel** them (the apples).
¼ cup self-raising flour, **sifted**	>>	**Sift** it (the self-raising flour).
2 pandan leaves, **shredded**	>>	**Shred** them (the pandan leaves).

Observing & Asking Questions

We will learn how to state each STEP in the recipe orally. We will use a table to analyse the structure of each step.



Here are what we will do. We will work in groups. **First**, we will study the examples carefully and copy them in the notebook. **Second**, we will analyse the other ingredients, like the examples. We will discuss and put the right words into the right columns. **Finally**, every one of us will handwrite the analysis in the notebook or type it on a computer.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. While we are writing, we will say the words loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Novel Apple Pudding

No.	Conjunction	ACTIONS	Ingredients	Place, Time, Manner, etc.
1.		Place	apple	in a heat-proof dish.
		Place	flour	in a bowl
		Rub in	margarine	with a spatula
2.		Stir in	sugar and water	(mixture should be lumpy).

Observing & Asking Questions

Iced Fruit Cocktail with Condensed Milk

No.	Conjunction	ACTIONS	Ingredients	Place, Time, Manner, etc.
1.		Combine	sugar, pandan leaves and water	in a small saucepan
	and	heat	the mixture	for a few minutes over low heat until sugar dissolves
		Cool	syrup	

Collecting Information

We will learn to say each step orally, like the examples.

Here are what we will do with each step.We will work in groups. **First**, we will listen carefully to the teacher reading the examples. **Second**, we will repeat the examples after the teacher, one by one. **Third**, every one of us will copy the examples in the notebook. **Next**, we will write in the notebook how to say all the steps. **Finally**, in each group we will learn to present all the steps to each other orally.



We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Method

Here are the actions or the steps to make Novel Apple Pudding.

Written	Spoken
1. Place apple in a heat-proof dish. Place flour in a bowl. Rub in margarine with a spatula.	**First,** place **the** apple in a heat-proof dish. **Place** the flour in a bowl. **Rub** in margarine with a spatula.
2. Stir in sugar and water (mixture should be lumpy). Pour over apples.	**Then**, stir in sugar and water. The mixture should not be lumpy. **After that**, pour over **the** apples.
3. Bake at 180ºC for 1 hour or until syrupy and golden. Serve warm with cream or ice cream.	**Next**, bake **it** at one hundred and eighty degrees Celcius for one hour or until **it is** syrupy and golden. **Finally**, serve the pie warm with cream or ice cream.

Collecting Information

We will do the same activity with the recipe of Iced Fruit Cocktail with Condensed Milk.



Here are what we will do with each step in the recipe. We will work in group. **First**, every one of us will handwrite in the notebook how to say all the steps. **Then**, in each group we will learn to present all the steps to each other orally.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Collecting Information

We will design a recipe of spicy coconut salad or 'urap'. It has two parts, the 'Vegetables' and the 'Coconut Dressing'. We have all the ingredients and the steps to cook the vegetables and the coconut dressing, but they are mixed and not in a good order.

Here are what we will do. We will work in groups. **First**, we will put the ingredients in the right lists (Vegetables or Coconut Dressing). **Second**, we will put the steps in the right lists and in the right orders. **Third,** we will use an attractive design to make the recipe. We will use a beautiful picture of the food. The title of the recipe is 'Spicy Coconut Salad'. We will add three pieces of information, (1) Serves 4, (2) Preparation Time 20 mins, (3) Cooking time 20 mins). **Fourth**, we will hand write the recipe or make it with a computer. **Next**, we will put the recipe on the wall of our classroom. **Finally**, we will answer the questions from the people who come to visit our recipe.



We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say the ingredients and the steps loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Collecting Information

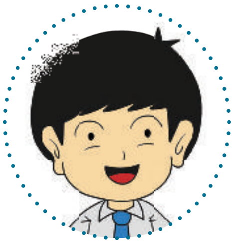
Ingredients

VEGETABLES	COCONUT DRESSING
200g (2 cups) bean sprouts	3 kaffir lime leaves, sliced
3 cloves garlic	1 teaspoon salt
200g (2 cups) coarsely grated fresh coconut	150g (1 cup) long beans, cut in 3-cm length
150g (2 cups) *kangkung* or spinach	4 large red chillies, sliced
2 teaspoons *kencur*	½ teaspoon ground coriander
150g (1 cup) young cassava leaf, optional	1 tablespoon finely chopped palm sugar

Method

VEGETABLES	COCONUT DRESSING
- Add the coconut dressing to the vegetables and toss thoroughly.	- Cook vegetables separately in boiling water. Do not overcook them.
- Leave to cool to room temperature.	- Drain vegetables and place in a large bowl.
- Process all the ingredients, except the grated coconut.	- Put it in a steamer and cook over boiling water, 30 minutes.
- Serve at room temperature.	- Stir in the coconut.
- Wrap the mixture in banana leaf.	

Reflecting



We will work in groups to reflect on our learning. We will discuss to complete the statements in the box.

Now I know that ...

- A recipe consists of three parts:
  1) The GOAL (title) of the recipe
  2) The INGREDIENTS, stating the materials needed to make the food/drink
  3) The METHOD, stating the steps to make the food/drink
- The GOAL of the recipe is ________________
- The INGREDIENTS consist of ______________
- The METHOD consists of _________________
- The structure of an ingredient consists of __

  ____
- The structure of a step consists of _________

  ____



Associating

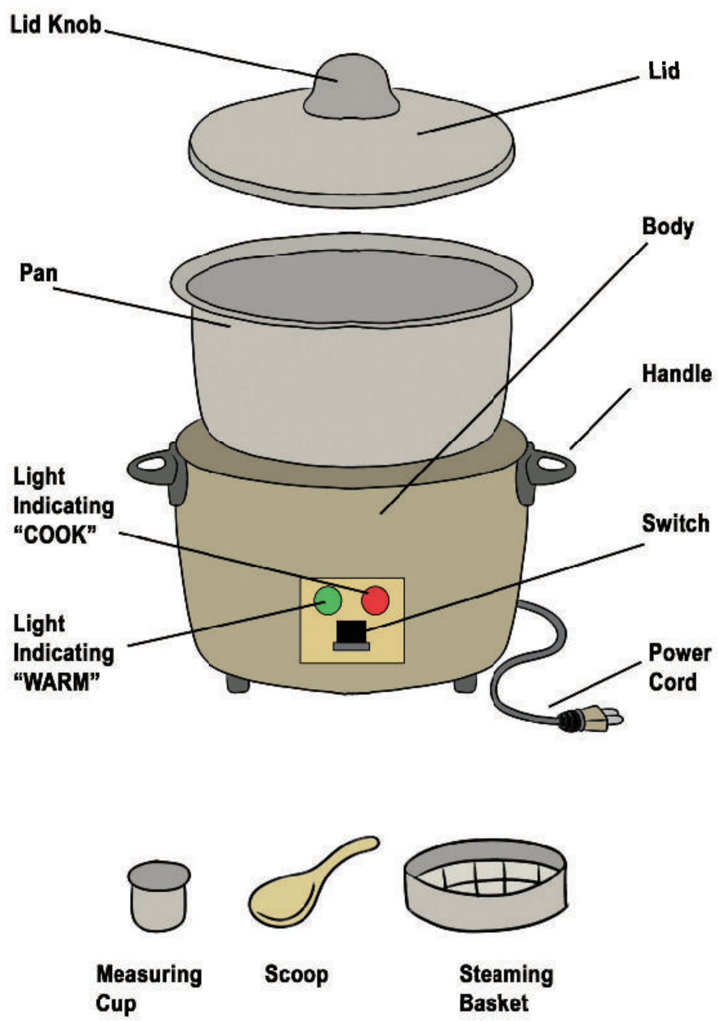
Now, we will look closely into a similar text, a Manual. We will analyse the manual of a rice cooker. We will do it with a different table. In a recipe the materials are called 'Ingredients', in a manual they are called 'Parts'. First, we will read the parts and then present them orally.



Here are what we will do. We will work in groups. We will handwrite the work or type it with a computer. **First**, every one of us will make a table of two columns. The left column is WRITTEN, the right column is SPOKEN. **Second**, we will put all the parts in the left column. **Next**, in the right column we will plan what to say to present the parts orally. **Finally**, every one of us will learn to present the parts orally.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will say the words and sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Associating



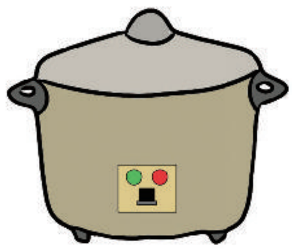
Associating

HOW TO COOK RICE

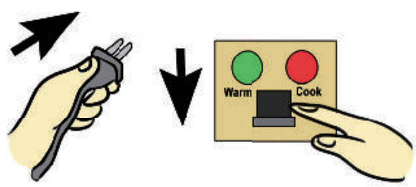
1. Measure rice with the measuring cup. Then, rinse the rice thoroughly using other container.
2. Put the rinsed rice in the pan and add water to the recommended scale or to your personal taste.
3. Soak the rice in water at least for 30 minutes.
4. Place the pan into the body. Make sure the pan settles properly.



5. Close the lid firmly.

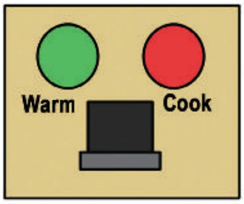


6. Plug in and press the switch. The light indicating "COOK" will be on. The cooking will start immediately.



Associating

7. When the rice is cooked, the switch will move up to the keep warm, and the light indicating “WARM” will be on. After the switch moves up, leave the lid closed for at least 15 minutes to steam the rice fully. Scoop and mix the rice well.



8. Unplug.



Associating

Parts

Written	Spoken
<u>Parts of rice cooker</u> - body - pan - 2 handles - lid - switch - power cord - light indicating COOK - light indicating WARM - measuring cup - scoop - steaming basket	Here are **the** parts of **the** rice cooker. **A** body, **a** lid, **two** handles, ...

Associating

Now, we will read the method and then present the steps orally.

Here are what we will do. We will work in groups. We will handwrite the work or type it on a computer. **First**, every one of us will make a table of two columns. The left column is WRITTEN, the right column is SPOKEN. **Second**, we will put all the steps in the left column. **Next**, in the right column we will plan what to say to present the steps orally. **Finally**, every one of us will learn to present the steps orally.



We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will say the words and sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Method

Here are the steps to cook rice.

Written	Spoken
1. Measure rice with the measuring cup. Then, rinse the rice thoroughly using other container.	First, measure rice with the measuring cup. Then, rinse the rice thoroughly using other container.
2. Put the rinsed rice in the pan and add water to the recommended scale or to your personal taste.	Put the rinsed rice in the pan and **then** add water to the recommended scale or to your personal taste.

Associating

3. Soak the rice in water at least for 30 minutes.	
4. Place the pan into the body. Make sure the pan settles properly.	
5. Close the lid firmly.	
6. Plug in and press the switch. The light indicating "COOK" will be on. The cooking will start immediately.	
7. When the rice is cooked, the switch will move up to the keep warm, and the light indicating "WARM" will be on. After the switch moves up, leave the lid closed for at least 15 minutes to steam the rice fully. Scoop and mix the rice well.	
8. Unplug.	

Communicating

We will design a manual 'to use a rice cooker to steam food'. We have all the steps to steam food, but they are not in a good order. We will handwrite the manual or type it on a computer.



Here are what we will do. We will work in groups. **First**,we will put the steps in the right order. **Second**, we will find all the parts from the steps. **Third**, we will use an attractive design to make the manual. We will use an attractive picture of the rice cooker. The title of the manual is 'How to Steam Food'. **Fourth**, we will put our manual on the wall of our classroom. **Finally**, we will answer the questions from the people who come to visit our manual.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say the parts and the steps loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Communicating

Here are the actions to steam food, but they are not in a good order yet. Put them into the table in the right order.

Method

- Time the steaming manually. The unit will automatically switch to "WARM" when water in the pan has evaporated completely.
- Add water into the pan and place the steaming basket on the pan. Slightly turn or adjust the steaming basket.
- Unplug.
- Close the lid firmly.
- Plug in and press the switch. The light indicating "COOK" will be on. The steaming will start immediately.
- Place the pan into the body and add foods (place in dish if required).

For the 'Parts', put all parts of the rice cooker mentioned in the actions.

Use a dictionary. Make sure you know the meaning of every word and how to spell them.

While you are writing your manual, say the words loudly, clearly, and correctly.

If you have any problems, come to your teacher.

Communicating



My Journal

I have just learnt to

____

____

____

The activities I like most were

____

____

____

The activities I found most difficult were

____

____

____

What I need to do better is/are

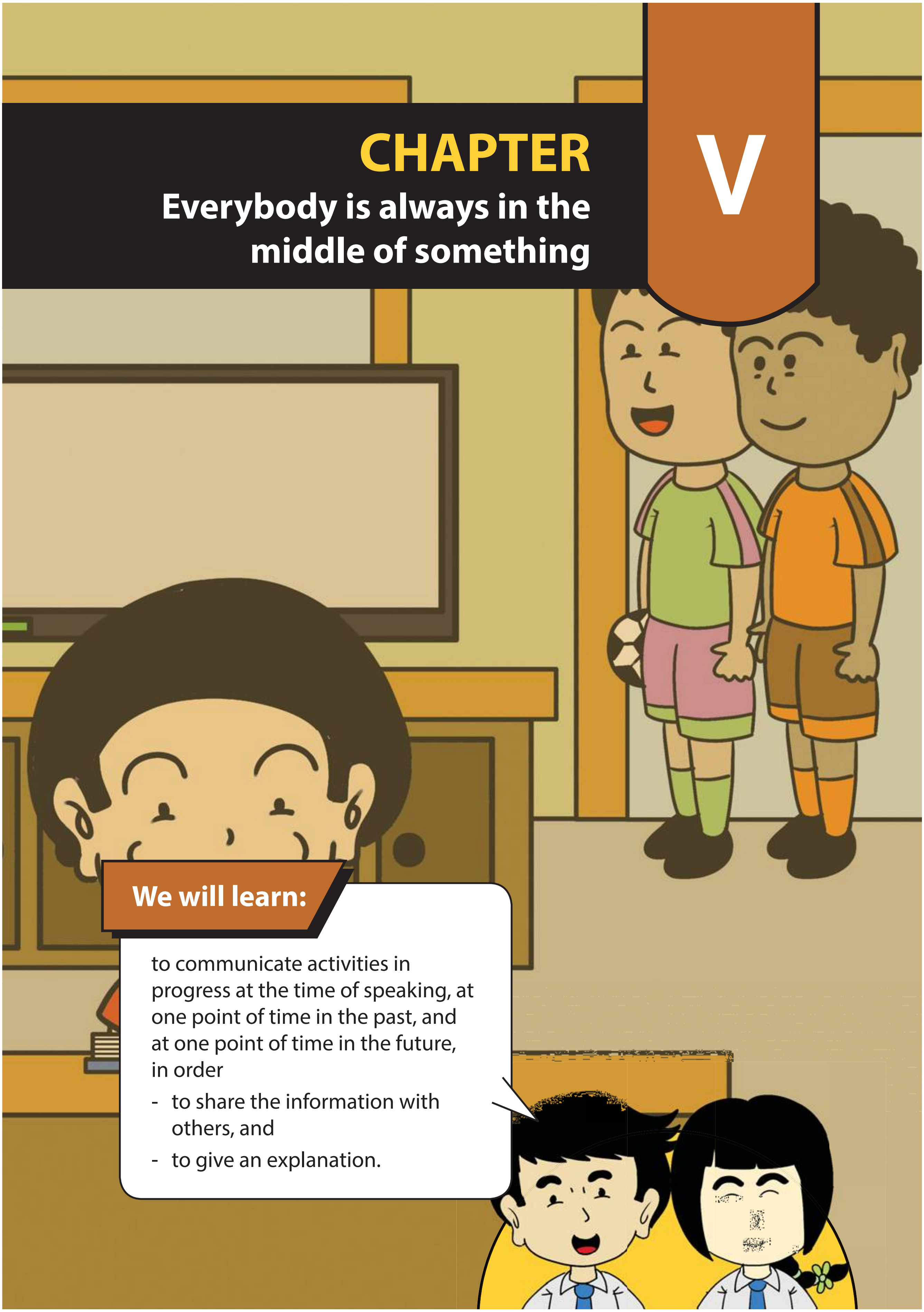
____

____

____

CHAPTER V

Everybody is always in the middle of something



We will learn:

to communicate activities in progress at the time of speaking, at one point of time in the past, and at one point of time in the future, in order

- to share the information with others, and
- to give an explanation.

Observing & Asking Questions

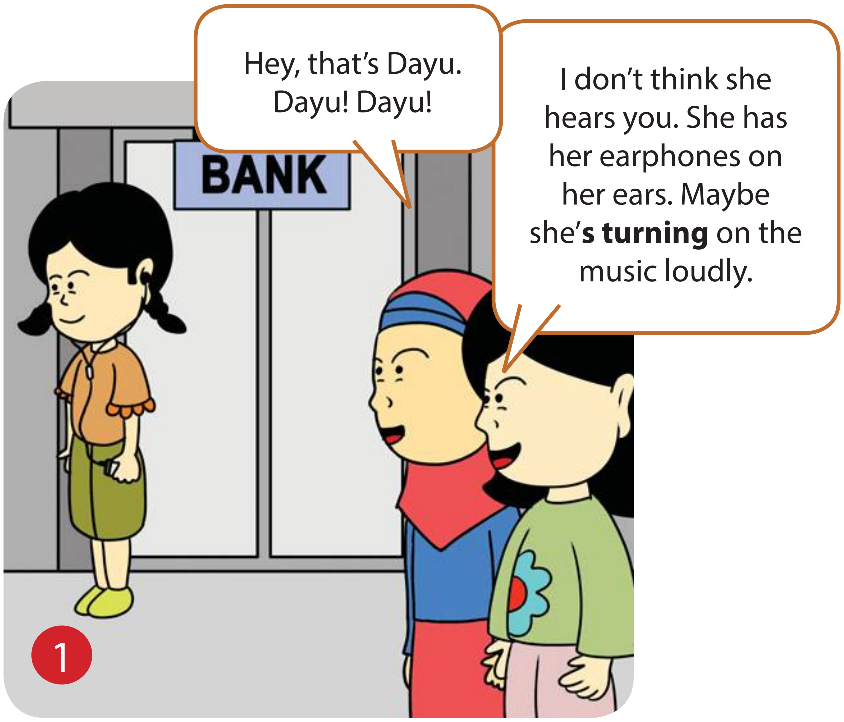
We will work with eight conversations about activities that are in progress at the moment of speaking. We have learned the form before. Here we will play the roles of the speakers in the pictures, to refresh our memory about it.

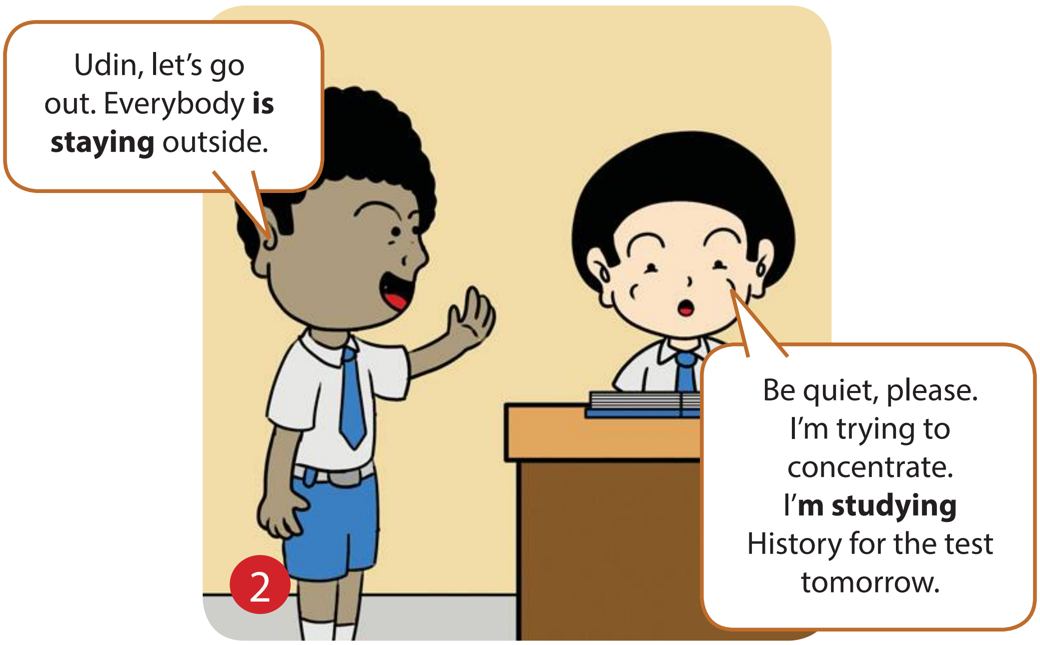


Here are what we will do. We will work in groups. **First**, we will read each conversation carefully. **Second**, we will learn to say the words and the sentences correctly and meaningfully. **Finally**, we will play the roles of the speakers in the conversation.

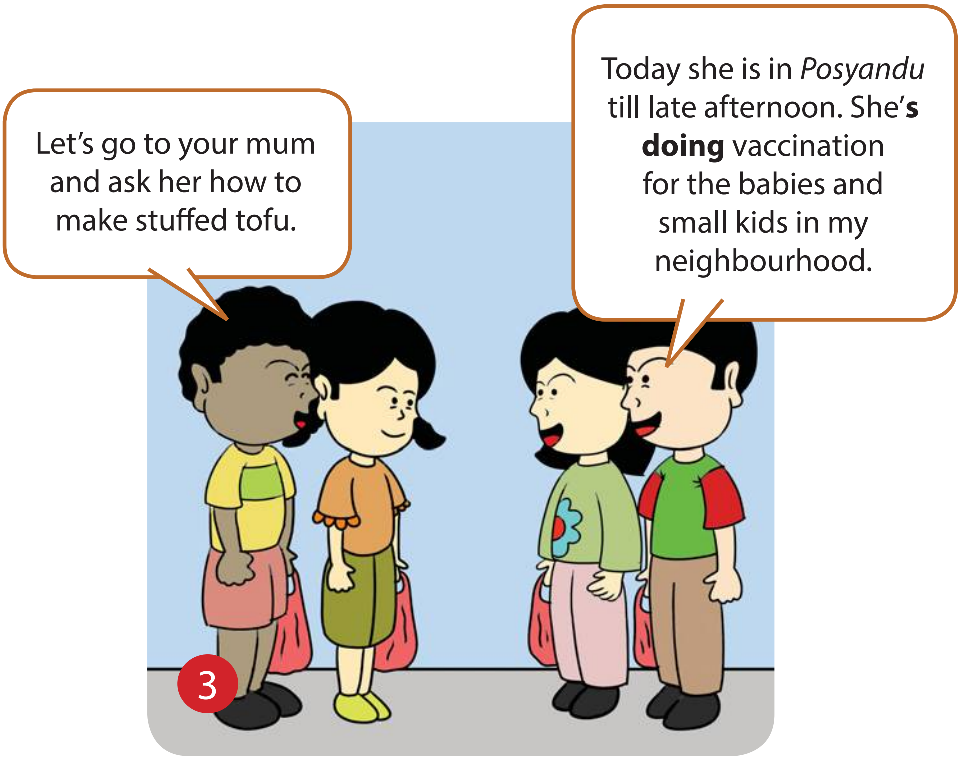
We will use a dictionary. We will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

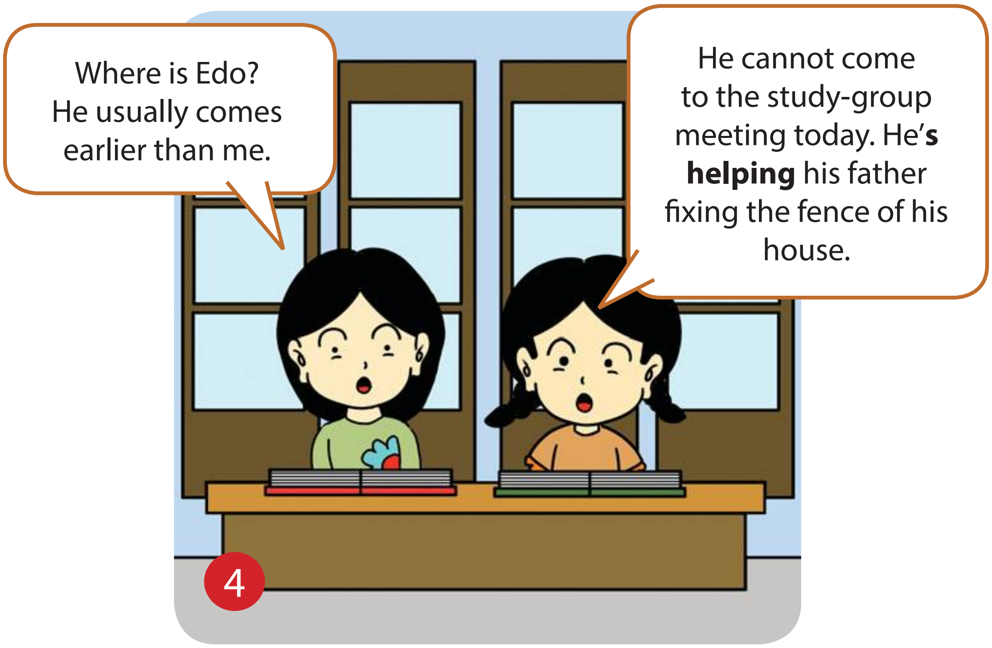
Observing & Asking Questions





Observing & Asking Questions



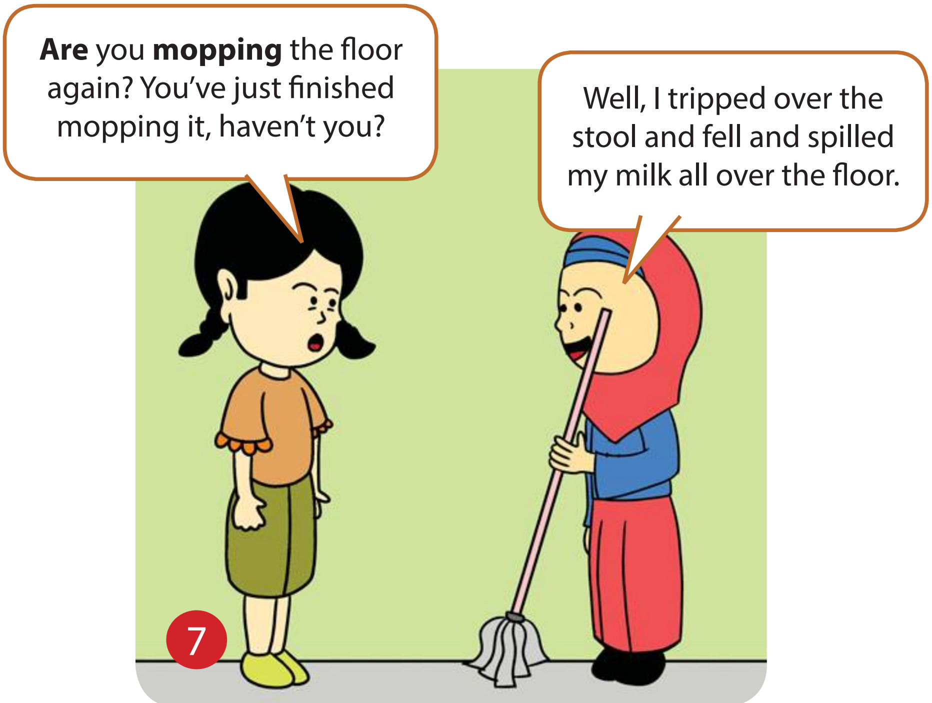


Observing & Asking Questions





Observing & Asking Questions





Observing & Asking Questions

We will be drilled by our teacher to say the verbs in four different forms. We will start with the verbs we have used in **the conversation**.

Here are what we will do. **First**, we will do a written task in our group. We will copy the table with the verbs in the four forms to our notebooks. We will handwrite the work. While writing, we will say the words. **Second**, we will be drilled by our teacher to say the verbs in the four forms, orally. We must not see the table. Our teacher will say the "to..." form, and we will say the other three forms. We will do it very fast.



We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Observing & Asking Questions

No.	to–	Present	Past	For an Action in Progress
1.	to be	am, is, are	was, were	being
2.	to think	think	thought	thinking
3.	to hear	hear	heard	hearing
4.	to have			
5.	to turn			
6.	to go			
7.	to stay			
8.	to try			
9.	to study			
10.	to ask			
11.	to make			
12.	to do			
13.	to come			
14.	to help			
15.	to fix			
16.	to call			
17.	to mix			
18.	to tell			
19.	to look			
20.	to describe			
21.	to write			
22.	to read			
23.	to mop			
24.	to finish			
25.	to trip			
26.	to fall			
27.	to join			

Observing & Asking Questions

We will do the same activity. We will be drilled again to say the verbs in four different forms. **We will use all the verbs we have in the rest of this chapter.**



Here are what we will do. **First**, we will put this class into four groups. Each group will find all the verbs from each chapter, and put the verbs in the "to ..." form in the first column of the table, like the example above. **Second**, each group will share their verbs to the other three groups. So, all the groups will have all the verbs from the four chapters in four different tables. **Third**, every one of us will hand-write all the four forms of the verbs in the tables in our notebooks. **Then**, each group will do the oral drill, with all the verbs. The members will take turns leading the activity. The leader will say the "to..." form, and the others will say the other three forms. We will do it very fast.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Observing & Asking Questions

We will play the roles of the speakers in the conversation below. On MONDAY, Siti, Udin, Beni, Edo, Lina, and Dayu talk about their activities the day before, on SUNDAY.



Here are what we will do. **First**, we will carefully listen and repeat the conversation after the teacher, sentence by sentence. **Second**, in our group we will play the roles of the speakers in the conversation. **Finally**, we will discuss the form and function of the bolded verbs with our teacher.

We will say the sentences loudly, clearly, and correctly.

Observing & Asking Questions

Dayu: "Hi Udin. I went to your house around ten yesterday to return your magazine, but the door was closed. I knocked on the door many times but nobody came out."

Udin: "Nobody was at home yesterday. I **was going** to the football practice. My mom and dad **were attending** a wedding party, and my brother **was going** out with his friends."

Lina: "Did you all go to practise football?"

Beni: "Only Udin and I went to practise football. Edo could not come because he had much homework to do."

Udin: "Yes, when we got there to pick him up, he **was doing** his Math homework."

Beni: "What time did you finish your homework, Edo?"

Edo: "I don't remember what time I finished my homework. Maybe at five. I remember that when my dad got home around 4 pm, I **was** still **working** on my homework."

Edo: "By the way, did you get to the practice on time or late?"

Udin: "We were a bit late. When Beni and I got to the field, the others **were** just **sitting** and **chatting**. They said they **were waiting** for us."

Beni: "In fact, they **were not** just **waiting** for us. They **were** also **waiting** for our coach, Mr. Ali. He **was going** to the sports shop to buy a new whistle."

Observing & Asking Questions

We will do another activity with the conversation. Here we have four situations to be completed by facts that were happening at the same time with the activity stated in the first sentences. We will do the activity like the example.



Here are what we will do. We will work in groups. **First**, we will study the example carefully. **Second**, we will discuss and decide the facts from the conversation to be stated to complete the other three situations. **Third**, every one of us will handwrite the complete situations on a piece of paper. **Finally**, in our group we will learn to read the four situations to each other.

We will use a dictionary. We will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

1. Dayu went to Udin's house last Sunday, but she did not meet anybody there. Udin was going to the football practice. His mom and dad were attending a wedding party, and his brother was going out with his friends.
2. Last Sunday, when Beni got to Edo's house, Edo was in the middle of something. ____ ____.
3. Last Sunday, Edo's father got home at around four. At that time, _____ ____.
4. Beni and Udin were actually not late to the football practice last Sunday. When they got to the field, _______________________. They were not playing yet. And, the coach, Mr. Ali, _______________ ____.

Collecting Information

We will do another activity related to the conversations in the pictures we have learned before. Here we have situations to be completed by facts that were happening at the same time with the activity stated in the first sentences. We will do the activity like the example.



We will use the same steps with the activity we have just done.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Here is the situation that we have to complete.

Siti: "Lina, I called you when ______________________________ ________ yesterday, but you did not hear me."

Lina: "Really? I'm sorry I did not hear you. ______________________ ____________________________________."

Here is what we handwrite on our paper.

Siti: "Lina, I called you when <u>you were walking out of the bank</u> yesterday, but you did not hear me."

Lina: "Really? I'm sorry I did not hear you. <u>I was listening to music with earphones.</u>"

Collecting Information

Lina: "Udin, why didn't Edo go out of the classroom during the break?"

Udin: "He didn't go out ________________________________."

Siti: "Beni, did you go to Dayu's mother to learn to make stuffed tofu?"

Beni: "No, she was in *Posyandu* the whole day yesterday. ____________ ____."

Edo: "I'm sorry I didn't come to the study-group meeting. ___________ ____."

Dayu: "It's fine, Edo. So far, you have only missed one meeting."

Dayu: "Lina is visiting her relative in Yogyakarta. She left early in the morning yesterday."

Beni: "I don't think so. At eight she was still at home."

Dayu: "How did you know she was still at home at eight yesterday?"

Beni: "I called her at eight and her mom told me Lina could not take the phone because ___________________________________ ______________________. Her hands were full of eggs and flour."

Collecting Information

Siti:	"Beni did the homework to write a descriptive text only this morning during the break. You know what? His text is about me!"
Dayu:	"How did you know?"
Siti:	"I met him in the library. He told me that ______________________ ______________________. And, he chose me. ________________ ____ ____."

Lina:	"Siti, I saw you walking to school by yourself this morning. Don't you usually go to school with Dayu?"
Siti:	"Yes, I do. But this morning I left Dayu behind because _________ __________________________________ when I got to her house. I didn't want to be late to class."

Beni:	"I went to the canteen during the break but I didn't see you there."
Udin:	"I was in the library with Siti, Edo, and Lina. __________________ ____."

Collecting Information

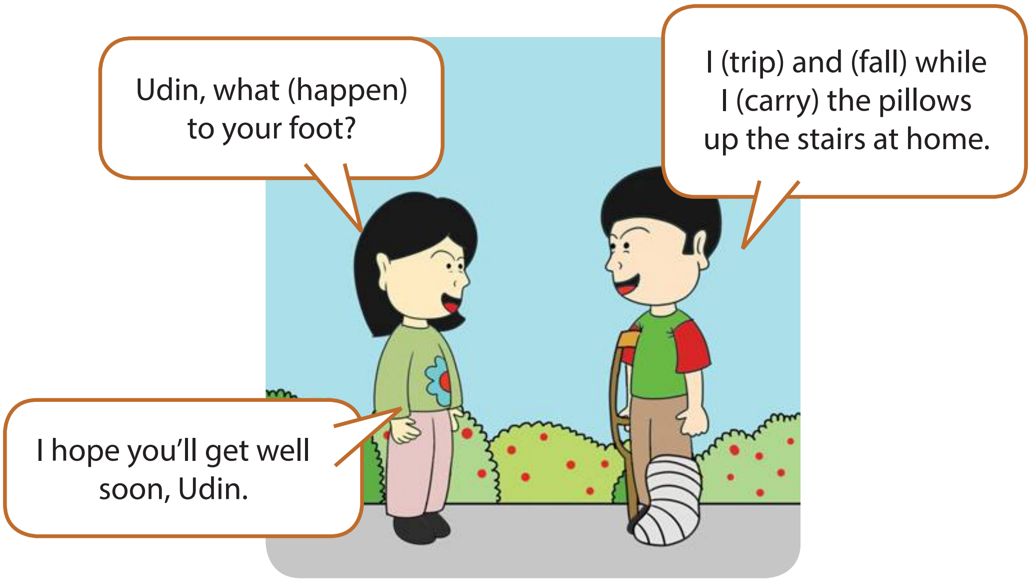
We will do another activity with the conversation. Here we have four situations to be completed by facts that were happening at the same time with the activity stated in the first sentences. We will do the activity like the example.



Here are what we will do. We will work in groups. **First**, we will study the example carefully. **Second**, we will discuss and decide the facts from the conversation to be stated to complete the other three situations. **Third**, every one of us will handwrite the complete situations on a piece of paper. **Finally**, in our group we will learn to read the four situations to each other.

We will use a dictionary. We will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Collecting Information

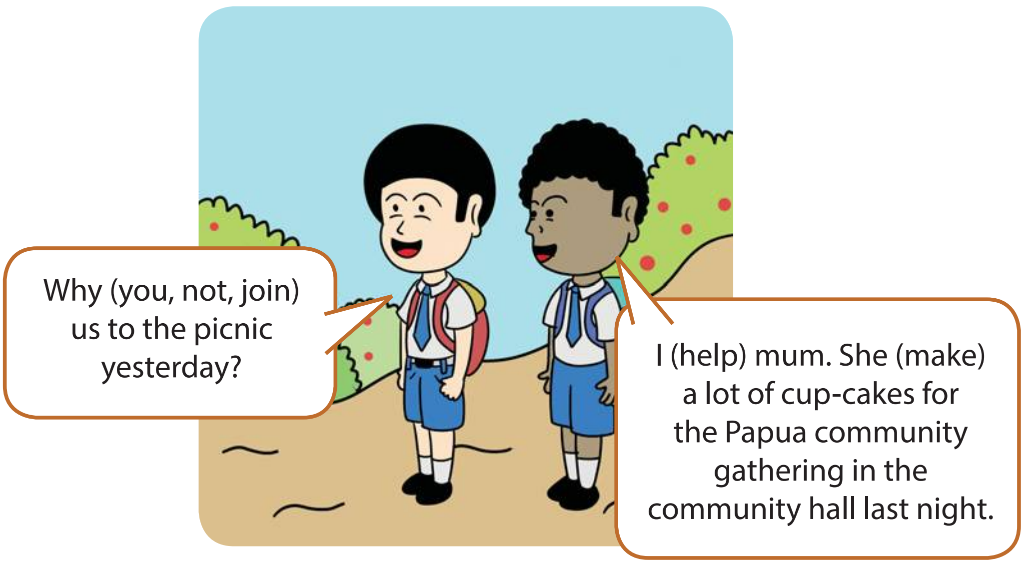


Here is what we handwrite on our paper.

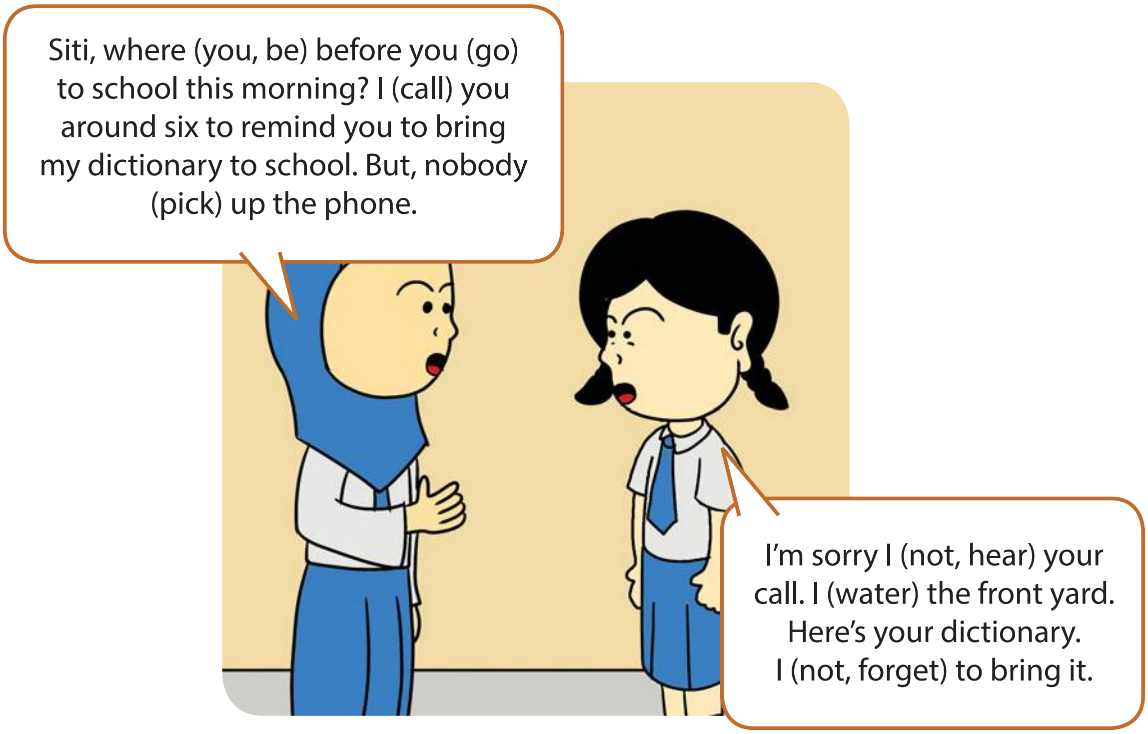
Lina: "Udin, what happened to your foot?"

Udin: "I tripped and fell while I was carrying the pillows up the stairs at home"

Lina: "I hope you'll get well soon, Udin."

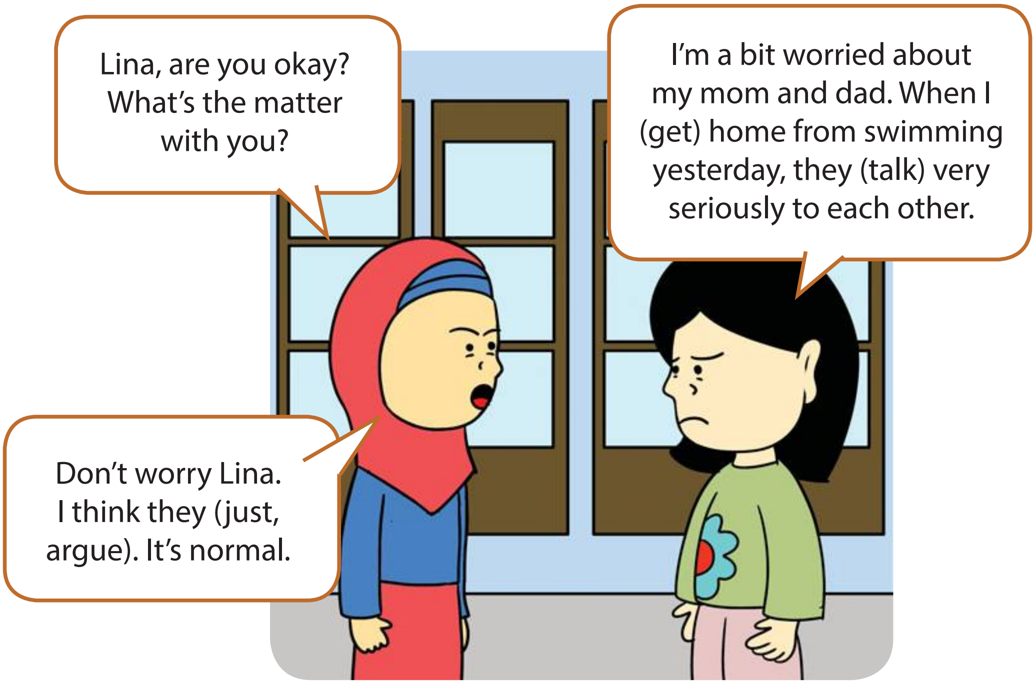


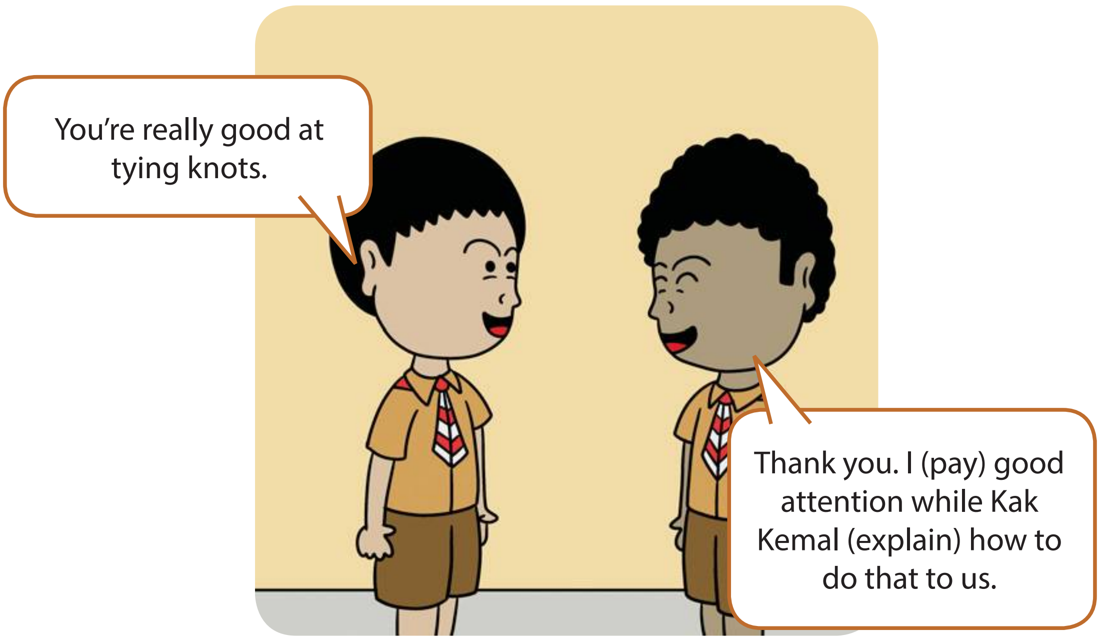
Collecting Information



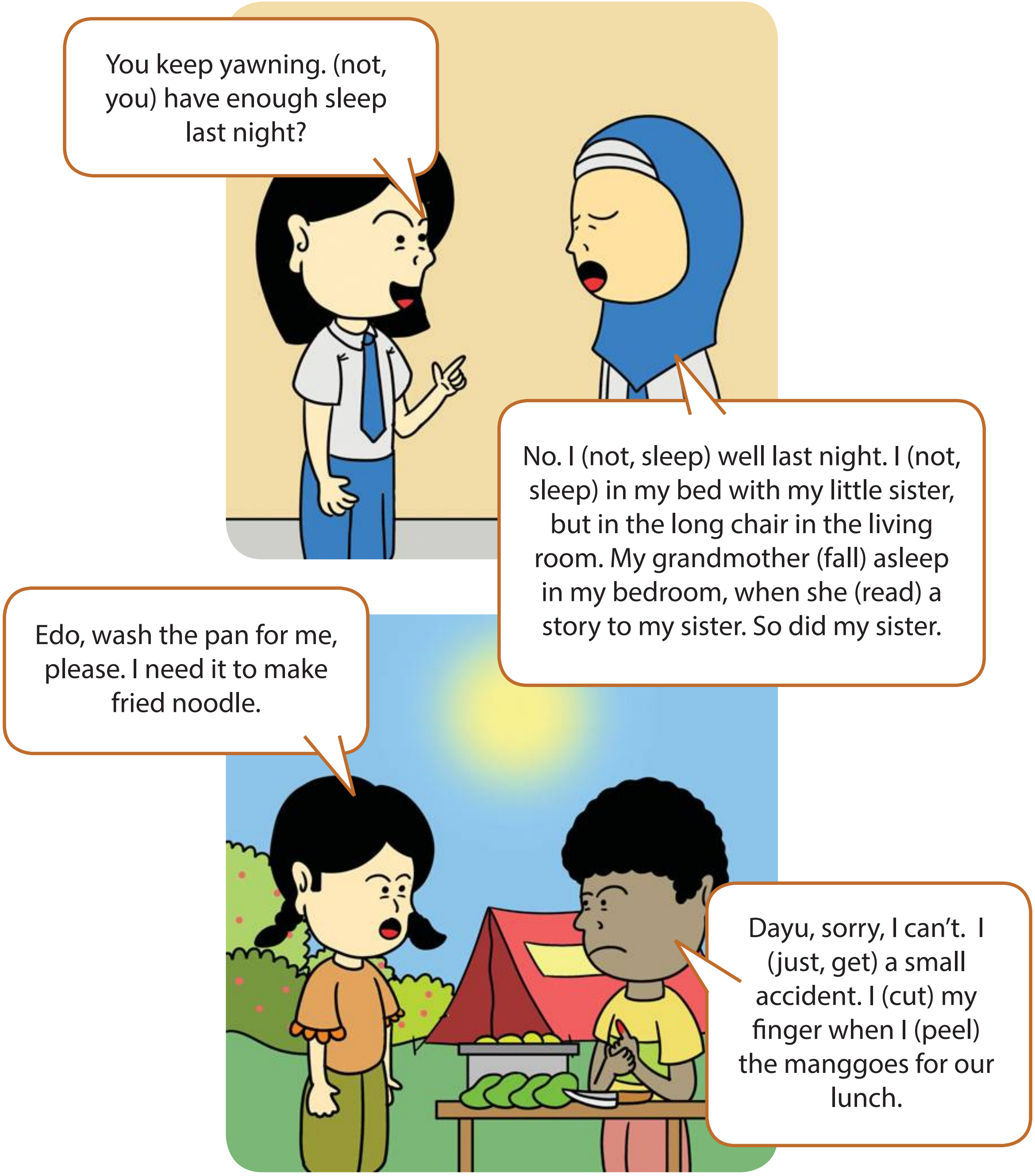


Collecting Information





Collecting Information



Reflecting

We will work in groups to reflect on our learning. We will discuss to complete the statements in the box.





Now I know that the verb for an action in progress consists of **two** words, **BE** (in the right form for the subject) and the **main verb** in the last column (in the -ing form).

To state an action in progress now, at the moment of speaking, the verb BE is in the form of **is** or **are,** for example ______________________________ ______________________________ (get some examples from the texts you have learned).

To state an action in progress at a certain point of time in the past, the verb BE is in the form of **was** or **were**, for example ______________________________ ______________________________ (get some examples from the texts you have learned).

Associating

We have learned to state actions in progress now, at the moment of speaking and at a certain point of time in the past. Now we will learn to state actions in progress at a certain point of time in the future.



Here are what we will do. **First**, we will listen and repeat each student's statement after the teacher, sentence by sentence. **Second**, in our group we will play the roles of the speakers in the conversation. **Finally**, we will discuss the form and function of the verbs in bold with our teacher.

We will say the sentences loudly, clearly, and correctly.



Now I know that reading novels is Siti's hobby. When I saw her in the canteen, she **was reading** a novel, now she **is reading** a novel. And, I'm sure when I meet her next time, she **will be reading** a novel, too.

Since I got to Manado three days ago, I have never seen the sun. It **was raining** hard when I got here. Now it **is** still **raining** hard. Maybe when I leave the town tomorrow afternoon it **will be raining** again.



Associating



Udin is very busy with his homework. When I told him to go to the shop, he said he **was finishing** his homework. Now he **is** still **doing** his homework. **Will** he still be **working** on his homework when everybody is ready to go to bed?

I have to see the principal to show her our Scout program but I don't know when I will have a chance to meet her. I went to her office during the morning break yesterday, but she was not there. She **was having** a meeting. Now, she **is having** a meeting again. I'm afraid she **will be having** a meeting again during the morning break tomorrow.





There may be something wrong with the baby. He has been crying the whole night. When I went to bed at 10 pm, he **was crying**. It's early morning now, and he **is** still **crying**. I hope he **will not be crying** again when I get home this afternoon.

I'm wondering if the tailor ever has a chance to sleep. When I passed by his shop last night, he **was sewing**. Now, this early morning, he **is** still **sewing**. I think when I pass his shop on my way home from school this afternoon, he **will** still **be sewing**.



Associating



It's four o'clock now, and look, the *gorengan* street vendor **is passing** in front of my house. At exactly the same time yesterday, he **was** also **passing** in front of my house. I'm sure tomorrow afternoon at four, he **will** also **be passing** in front of my house. He is very consistent!

The road workers have been working night and day to make the roads ready for the holiday season. It's midnight, and they **are** still **working**. Yesterday, when I went home from work, they **were working**. I'm sure, tomorrow morning when I go to work, they **will** still **be working.**



Associating

We will work on eight conversations. All the verbs stating past events or states are put between brackets. In each conversation, at least one was in progress at a certain point of time in the past. We will put the verbs between brackets into the correct forms. We will handwrite our work in our notebooks, like the example.

Here are what we will do. We will work in groups. **First**, we will study the example carefully. **Second**, to work on each conversation, we will first read the sentences carefully to understand the situation. Then, we will put each verb in the correct form. **Finally**, every one of us will handwrite the conversations in our notebook.



We will use a dictionary. We will spell the words and use the punctuation marks correctly. While we are writing, we will also say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

1. Rika: "Can you come and help me to lift the table."
   Feni: "I'm sorry, I can't. I (fry) bananas."

   Rika: "Can you come and help me to lift the table."
   Feni: "I'm sorry, I can't. I'm frying bananas."

2. Look, the children are very happy outside. They (play) football in the rain.

3. I know that the sun usually shines brightly in Ambon. But when I (go) there for a short tour last December, the sun (not, shine) at all. It (be) cloudy every day. It (rain) again and again.

Associating

4. After almost three weeks with a lot of school work, I'm glad that the school (hold) sports and arts competion this week. I (take) part in the solo singer competition. Last year I (not, take) part in the competition because I (have) a very bad sore throat.

5. My uncle is a very good badminton player. Now he (practise) hard for the Mayor's Cup next week. Two days ago when I (go) to his house to ask him to cut my hair, he (be) not at home. My aunt (say) he (practise) badminton in the sports hall. I understand I should not disturb him now because he (prepare) for the match. Next week I will have no time to play around because I (watch) all his matches.

6. Fajar: More than 10 people from our class are going to go jogging up the Cimacan hill next Sunday. Are you coming?
   Harni: I'm sorry, I can't go with you. A niece of mine (celebrate) her 15th birthday. I (attend) her party.

7. The thief broke in when everyone (sleep) very soundly. Unfortunately, he (trip) over something and (bump) his head on the big cupboard, so my mom and dad (wake) up. With my mom's help, my father could catch him while he (try) to get up. When I (wake) up because of the noise, I was surprised. My father (tie) the thief to the chair, and my mother (call) the police. I'm very proud of my brave parents.

8. One of the happiest moments in my life is having a family gathering in my grandma's house once a year during the school holidays. Everybody keeps talking and laughing. My aunts and uncles (still, talk) happily when I (wake) up at one last night. At this moment, while they (prepare) the lunch, they (talk) noisily in the big kitchen. And, I'm sure they (talk) until they go to bed late tonight.

Communicating



In our journal, every one of us will handwrite our reflection on our learning process. We will use English or Bahasa Indonesia.

My Journal

I have just learned to

____

____

____

The activities I like most were

____

____

____

The activities I found most difficult were

____

____

____

What I need to do better is/are

____

____

____

**"There is no elevator to success.
You have to take steps."**

UNIQUE TEACHING RESOURCES



CHAPTER VI

We have been to an orphan home. We went there last Sunday.



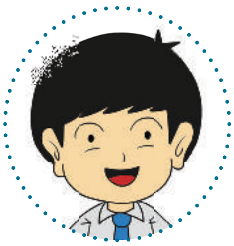
We will learn:

to communicate past happening which is related to the present moment, in order:

- to share the information with others,
- to report the past happening to others, and
- to give an explanation.

Observing & Asking Questions

We will learn to communicate events or states in the past related to the present moment. We will play the roles of the speakers in a conversation.



Here are what we will do. **First**, we will listen and repeat the conversation after the teacher, sentence by sentence. **Second**, in groups we will learn to say the words and the sentences correctly and meaningfully. **Then**, we will play the roles of the speakers in the conversation. **Finally**, we will discuss the form and function of the bolded verbs with our teacher.

We will use a dictionary. We will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Observing & Asking Questions



Dayu, I really enjoyed our visit to the orphan home last week. It was really a good idea to celebrate your birthday there.



Hi, Edo. Yes, it was really fun. We all had a good time with the orphans there. They were very happy too. You know what? I **have visited** the orphanage five times so far.



Wow! No wonder you and the kids seemed to know each other very well.



Not really. Although I **have been** there five times, I **haven't met** each one of them quite closely. I **have met** Riri three times, but I **haven't had** a chance to talk to her personally. She **has been** very busy lately.



I **have** never **been** to an orphanage even once.



Why don't we plan a visit to the orphanage again during the Creativity Week next month? Our class **has** never **had** a program for children in an orphan home.

Observing & Asking Questions



I agree one hundred percent with Edo. We can make a useful activity with them. We chip in to buy snacks and drinks to eat together with the kids.

That will be great. I can't wait. My sister **has** just **been** to an orphanage, too. Last week her class went to the orphan home on Jalan Pattimura to bring them some new books for the library. My sister **has come** there twice to teach the young children to read and write.





What a brilliant idea! I have an idea now. Why don't we teach them an English song? We can teach them to sing the song first and then ask them to sing together with us. Edo will play the guitar for us. Or we can also read them a short story in English.

Good ideas. But, it's time to class now. Let's talk about it more seriously soon because we need to meet the head of the orphanage for permission at least one month before the visit.



Observing & Asking Questions

We will play the roles of the speakers in the conversation below. Siti, Dayu, and Udin are talking about an orphan. Her name is Riri.

Here are what we will do. **First**, we will listen and repeat the conversation after the teacher, sentence by sentence. **Second**, in groups we will play the roles of the speakers in the conversation. **Finally**, we will discuss the form and function of the bolded verbs with our teacher.



We will say the sentences loudly, clearly, and correctly.

Siti:	"I think Riri is the most interesting orphan I **have** ever **known**. Unfortunately, I didn't have a chance to talk to her personally. Can you tell me how she **has come** to the orphan home?"
Dayu:	"Well, I don't know much about her either, because I **have met** her only three times. What I know is that she was the only child. Her father died when she was a baby, and her mother eight years ago. She's **been** an orphan for eight years, but she's **lived** in the orphanage for only six years now."
Udin:	"Why doesn't she live with her grandparents?"
Dayu:	"They both **have passed** away. Her grandfather died even before she was born, and her grandmother died six years ago."
Siti:	"Why doesn't she live with a relative?"
Dayu:	"She has an uncle from her mother's side, but his house is small. He's a scavenger, and he has five children. He has put Riri there so that she can get better care and she can go to a good school."

Observing & Asking Questions

Lina: "Why doesn't she live with him instead?"

Siti: "Does he often visit her?"

Dayu: "Yes, her uncle and his family **have visited** her a lot of times. They routinely visit her once a month."

Udin: "It must be sad to be an orphan and live in an orphan home."

Dayu: "Riri is not a gloomy kid. She is a cheerful and friendly girl. She has even shown her great care for needy children like her."

Siti: "What do you mean?"

Dayu: "She **has participated** very actively in the group's activities. They **have made** handicrafts and sold them. They **have used** the profit to help street children and poor families. The program **has run** for almost two years now."

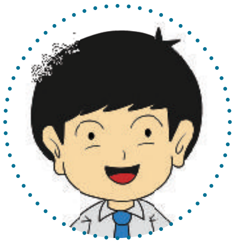
Udin: "Wow! That's amazing. I**'ve never thought** of that before. I thought that the kids in orphan homes were sad kids who needed our help. But they help other people instead."

Siti: "What have **they done** for street children?"

Dayu: "They **have done** one thing for street children and one thing for poor families. To celebrate the 15th birthday of the orphanage, they gave thirty street children twenty thousand rupiahs each. Early this month they went to some poor families in the neighbourhood and gave each family a gift containing sugar, cooking oil, and rice."

Observing & Asking Questions

We will read an incomplete paragraph about Riri, as we have known from the conversation. We will fill in the blank spaces with suitable information from the conversation.



Here are what we will do. We will work in groups. **First**, we will read the whole paragraph carefully. **Second**, we will find the missing information from the conversation. **Third**, we will fill in the blank spaces with suitable information. **Finally**, each one of us will handwrite the paragraph in our notebooks.

We will spell the words and use the punctuation marks correctly. While we are writing, we will also say the sentences loudly, clearly, and correctly.

For eight years, Riri has been an orphan. She has lived in the orphanage or orphan home for six years. She ________________________ there because she has no relative to take care of her. Her grandparents ________________________. Her only relative is an uncle from her mother's side. He is a scavenger, and his house is very small. He has five children. He ________________________ because he wants her to get better care and to go to a good school. We know that her uncle and his family love her because ________________________. Riri is very caring. She is an active member of the charity group of the orphanage founded two years ago. She ________________________ in the group's activities. She and the other members of the group ________________________ and ________________________. The charity group ________________________ for street children. On the orphanage's 15th birthday, they gave each child twenty thousand rupiahs. They also ________________________. Early this month they gave each family a gift containing sugar, cooking oil, and rice.

Observing & Asking Questions

We will be drilled by our teacher to say the verbs in four different forms. We will use all the verbs in this chapter.

Here are what we will do. **First**, we will do a written task in our group. We will copy the table with the verbs in the four forms to our notebooks. We will handwrite the work. While writing, we will say the words. **Second**, we will be drilled by our teacher to say the verbs in the four forms, orally. We must not see the table. Our teacher will say the "to..." form, and we will say the other three forms. We will do it very fast.



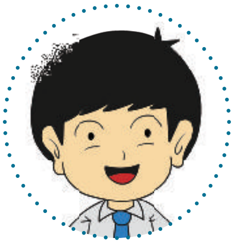
We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Observing & Asking Questions

No.	to–	Present	Past	After HAVE
1	to visit	visit	visited	[have] visited
2	to be	is/am/are	was/were	[have] been
3	to meet	meet	met	[have] met
4	to have	have	had	[have] had
5	to come	come	came	[have] come
6	to live	live	lived	[have] lived
7	to put	put	put	[have] put
8	to show	show	showed	[have] shown
9	to participate	participate	participated	[have] participated
10	to make	make	made	[have] made
11	to sell	sell	sold	[have] sold
12	to use	use	used	[have] used
13	to run	run	ran	[have] run
14	to think	think	thought	[have] thought
15	to do	do	did	[have] done

Observing & Asking Questions

We will learn to ask and answer questions about events or states in the past related to the present moment. We will complete the conversations between Dayu and Riri.



Here are what we will do. We will work in groups. **First**, we will study the example carefully. **Second**, we will read each conversation carefully. **Third**, we will discuss and decide the questions or the answers to fill in the blank spaces. **Then**, every one of us will handwrite the complete statements in our notebooks. We will first copy the examples. **Finally**, we will discuss the answers with our teacher.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. While we are writing, we will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Conversation 1

Dayu: "Riri, ____?"

Riri: "For eight years now. My father died when I was a baby, and my mother died eight years ago."

Conversation 1

Dayu: "Riri, how long have you been an orphan?"

Riri: "For eight years now. My father died when I was a baby, and my mother died eight years ago."

Observing & Asking Questions

Conversation 2

Dayu: "Why don't you live with your grandparents?"

Riri: "________________________________. My grandfather died even before I was born, and my grandmother died six years ago."

Conversation 2

Dayu: "Why don't you live with your grandparents?"

Riri: "Because they have passed away. My grandfather died even before I was born, and my grandmother died six years ago."

Conversation 3

Dayu: "____?"

Riri: "For about six years. I came here in 2012."

Conversation 4

Dayu: "How have you come to this orphanage?"

Riri: "____."

Conversation 5

Dayu: "____?"

Riri: "Never. He has five children and his house is very small."

Conversation 6

Dayu: "Have your uncle and his family visited you this year?"

Riri: "____________________________________. They visit me routinely once a month."

Conversation 7

Dayu "____?"

Riri: "Since it was founded two years ago."

Conversation 8

Dayu: "What have you done to get the money for the needy?"

Riri: "____."

Conversation 9

Dayu: "____?"

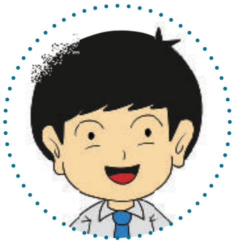
Riri: "We have given thirty street children twenty thousand rupiahs each."

Conversation 10

Dayu: "What have you done for some poor families in the neighbourhood?"

Riri: "____."

Reflecting



We will work in groups to reflect on our learning. We will discuss to complete the statements in the box.

Now I know that the verb for an action that we have done or we have not done consists of **two** words, **HAVE** (in the right form for the subject) and the **main verb** in the last column (in past participle).

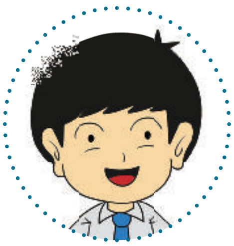
For example ________________________________ ________________________________ (get some statements from the texts you have learned).

In questions, the word order is reversed. For example, ________________________________ ________________________________ (get some questions from the texts you have learned).



Collecting Information

We will look closely into every statement in the conversation that represents an event or state happening in the past. We will focus on the verb and decide if the event or state is related to a particular moment in the past or to the present moment.



Here are what we will do. We will identify if an event or state is related to a particular moment in the past or to the present moment. We will work with the sentences in the left column of the table. We will work in groups. **First**, we will do the activity one sentence at a time. We will look closely into the form of the underlined verb of every sentence. **Second**, we will discuss and decide if the event or state is related to a particular moment in the past, or if it is related to the present moment. We will do it like the examples. We will study the examples carefully. **Finally**, we will discuss the answers with our teacher.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Collecting Information

No.	Statements from the First Conversation	The Moment Related to the Event
1.	Dayu, I really enjoyed our visit to the orphan home last week.	Last week (in Dayu's birthday)
2.	It was a really good idea to celebrate your birthday there.	
3.	It was really fun.	
4.	We all had a good time with the orphans there.	
5.	They were very happy too.	
6.	I have visited the orphanage five times so far.	Now
7.	No wonder you and the kids seemed to know each other very well.	
8.	Although I have been there five times,	
9.	I haven't met each one of them quite closely.	
10.	I have met Riri three times	
11.	but I haven't had a chance to talk to her personally.	Now
12.	She has been very busy lately.	
13.	I have never been to an orphanage even once.	
14.	I couldn't come to your birthday	

Collecting Information

15.	so I missed the chance to go to the orphan home.	Last week (in Dayu's birthday)
16.	Our class has never had a program for children in an orphan home.	
17.	My sister has just been to an orphanage, too.	
18.	Last week her class went to the orphan home on Jalan Pattimura to bring them some new books for the library.	Last week
19.	My sister has come there twice to teach the young children to read and write.	

Associating

We will work on six conversations. All the verbs stating past events or states are put between brackets. Some are related to a point of time in the past, and some are related to the present moment. We will put the verbs between brackets into the correct forms. We will handwrite our work in our notebooks, like the example.

Here are what we will do. We will work in groups. **First**, we will study the example carefully. **Second**, to work on each conversation, we will first read the sentences carefully to understand the situation. **Then**, we will put each verb in the correct form. **Finally**, every one of us will handwrite the conversations in our notebook.



We will use a dictionary. We will spell the words and use the punctuation marks correctly. While we are writing, we will also say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Conversation 1

Siti: “Hi, Lina. I heard that you (visit) Cinta Kasih orphan home yesterday.“

Lina: “Yes, I did. Finally. I'm very happy now that I (meet) them. They are happy kids. I want to know them better. I think I can learn a lot from them.“

Siti: “Good on you. Let's visit them again soon.“

Associating

Conversation 1

Siti: *"Hi, Lina. I heard that you visited Cinta Kasih orphan home yesterday."*

Lina: *"Yes, I did. Finally. I'm very happy now that I have met them. They are happy kids. I want to know them better. I think I can learn a lot from them."*

Siti: *"Good on you. Let's visit them again soon."*

Conversation 2

Udin: "Beni, let's take our friends to the orphan home at Ujung Genteng this holiday."

Beni: "That sounds a good idea. I (never, be) there before. Have you?"

Udin: "Yes, I have. I (go) there last year, but I would love to go again with you, guys. The beach there is so beautiful and quiet. I'm sure you'll love it."

Conversation 3

Edo: "Dayu, (you, contact) Riri? Yesterday you (promise) to call her to tell her where she could buy material for handicrafts."

Dayu: "No, I haven't. I completely (forget). Thanks for reminding me about that, Edo. I'll call her right away."

Edo: "That's better. So that you will not forget again."

Associating

Conversation 4

Lina: "Nani told me that she didn't have any relatives at all. I feel sorry for her. "

Dayu: "It's true. She doesn't have any relatives, but her father has one close friend, uncle Malik. He and his family often visit Nani. This year they (visit) her 5 times."

Lina: "Good to hear that. I (think) she was completely alone."

Conversation 5

Edo: "I didn't know that kids at orphanage are cheerful and friendly kids. It turns out that they are happy and smart."

Beni: "Not only that. They (help) other kids, too. I think we should do something like that, too. So far we (be) busy thinking only about ourselves."

Edo: "Yes, you're right. Let's think about something that we can do to help the orphans and other needy children."

Conversation 6

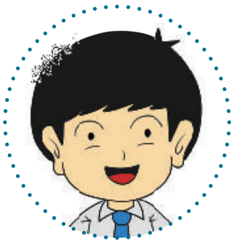
Udin: "Siti, let's visit our friends at the orphanage again. Before we left, I (tell) them we would visit them again soon. I want to keep my promise."

Siti: "Let's go this weekend. I (never, hear) from them since Dayu's birthday last month. I'm sure Dayu, Lina, Beni, and Edo would like to go with us."

Udin: "I think so. Let's find them and ask them to go with us."

Communicating

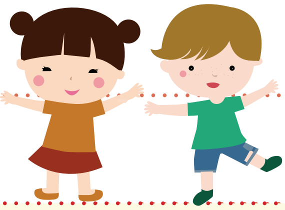
We will read the lyric of a song. If we want, we can download the song from YouTube (https://www.youtube.com/watch?v=BrnQORhbCWE). It is the voice of an orphan. It sends a message that orphans should not worry about their lives because people care. They can even help other people. Riri is a good example.



Here are what we will do with the song. **First**, we will copy the song in our notebooks. **Second**, we will listen carefully to our teacher reading the lyric, meaningfully. **Third**, we will repeat the lyric after the teacher, line by line. **Finally**, in groups we will learn to read the lyric to each other meaningfully, too.

We will say the words loudly, clearly, and correctly.

Communicating



"Orphan"
(Toto)

You're never alone in the world
You're never alone in the world
You believe in each and everyone
of us
You're never alone in the world

I was born in the lost and found
Often raised in the underground
Then one day I opened up my eyes
Looked around and I realized

No mother
No father
No sister
And no brother
So I cry out
To the heavens
Could this be all there really is
then someone said

You're never alone in the world
You're never alone in the world
baby
You believe in each and everyone
of us
You're never alone in the world
baby

Someone said we were family
Can that be with all this poverty
Time to reach out and make a start
Hold each other's hands and lift
each other's hearts

If you're thirsty drink the water from
my hand
If you're hungry take my bread I'll
understand
If you're lonely you can always
share my bed
Could this be all there really is
then someone said

You're never alone in the world
You're never alone in the world
baby
No you're never alone
You believe in each and everyone
of us
No
You're never alone in the world
baby

...

Communicating

We will read the lyric very carefully to understand the message. We will use some sentences that will guide us to do it. The sentences contain important messages in the song.

Here are what we will do. We will work in groups. **First**, we will read the guiding sentences carefully. **Second**, we will discuss to find the parts of the lyric that contain the given messages. **Then**, every one of us will handwrite the message and the sentences in our notebooks. We will first copy the examples. **Finally**, we will discuss the answers with our teacher.



We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Communicating

1. The writer's early life was very rough.

   ----

1. The writer's early life was very rough.
   - *I was born in the lost and found*
   - *Often raised in the underground.*

2. One day, the writer realized that he was an orphan.

   ----

3. Although orphans do not have parents and a family, many people care for them and will help them.

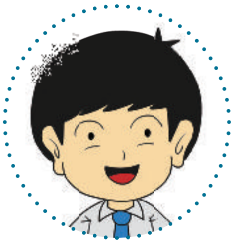
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4. Being an orphan and poor does not mean that there is nothing you cannnot care for yourself and for others.

   ----

5. Being an orphan, you can do many things to help other people.

Communicating



In our journal, every one of us will handwrite our reflection on our learning process. We will use English or Bahasa Indonesia.

My Journal

I have just learnt to

____

____

____

The activities I like most were

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The activities I found most difficult were

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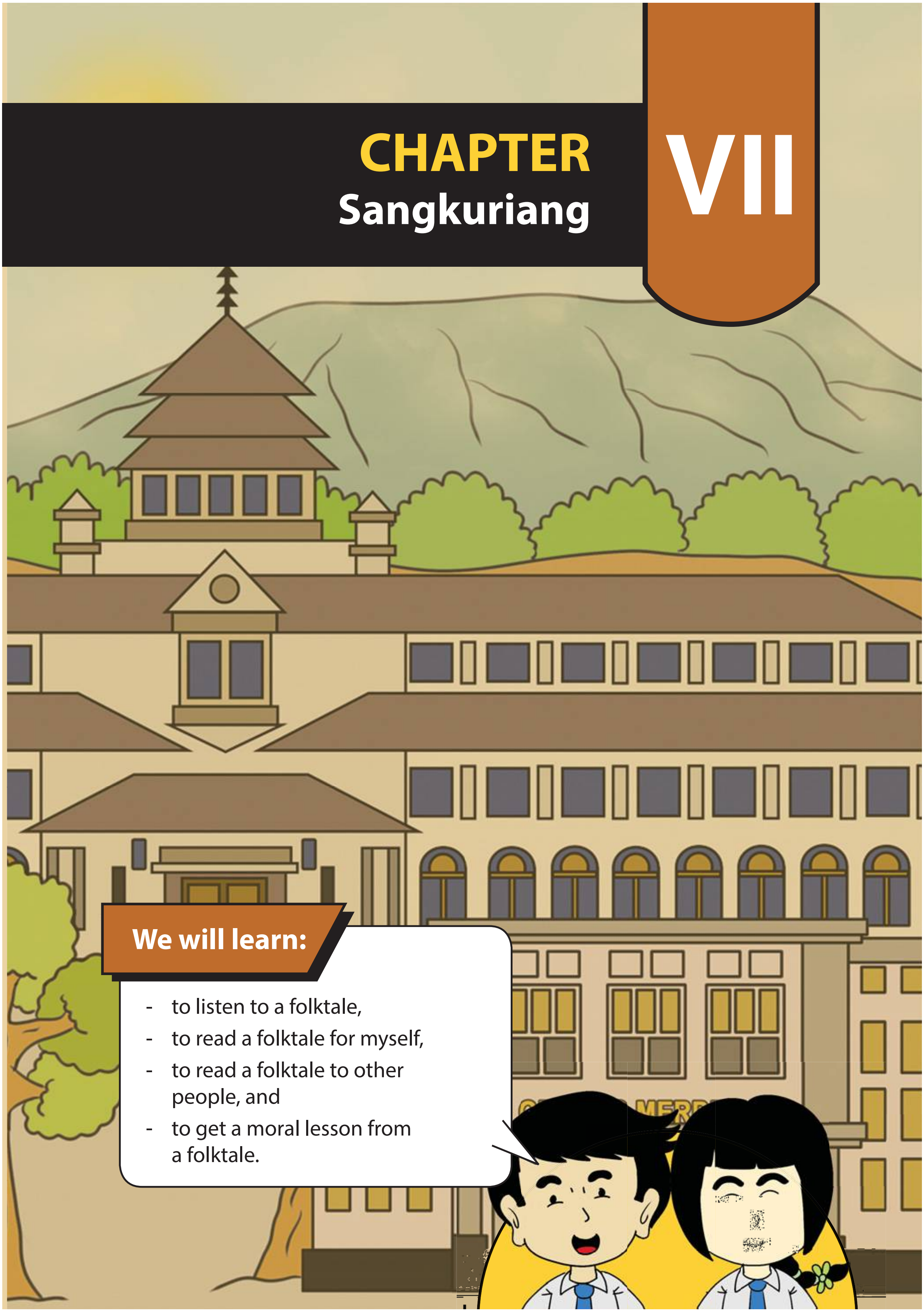
What I need to do better is/are

____

____

____

CHAPTER VII
Sangkuriang



We will learn:

- to listen to a folktale,
- to read a folktale for myself,
- to read a folktale to other people, and
- to get a moral lesson from a folktale.

Observing & Asking Questions

We will listen to our teacher reading a folktale from West Java. The title is "Sangkuriang".



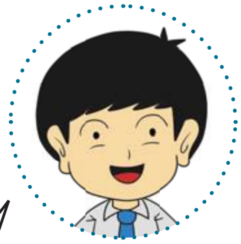
Here are what we will do. **First**, we will listen carefully to our teacher reading the folktale. During the time, you will answer some questions about the story. **Then**, one of us will write the complete story on the board. The rest of us will write the story on a piece of paper. **Finally**, we will ask and answer questions about the story.

We will use a dictionary. We will make sure we know the meaning of every word in the folktale. We will spell the words and use the punctuation marks correctly. While we are writing, we will say the words loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Observing & Asking Questions

We will discuss what we can learn from "Sangkuriang".

Here are what we will do. **First**, we will read the questions carefully. **Second**, we will find the answer from the story in our notebook. **Then**, we will answer the questions orally. We can ask our teacher questions, too.



We will use a dictionary. We will make sure we know the meaning of every word in the folktale. We will spell the words and use the punctuation marks correctly. We will say the words loudly, clearly, and correctly.

1) Who was Dayang Sumbi? Describe her.
2) Who was Tumang? Why did Dayang Sumbi marry him?
3) Was Tumang a human being or a dog?
4) What did Sangkuriang know about Tumang?
5) One day Sangkuriang killed Tumang. Did he kill him because he was a bad son to his father? Why did he kill him?
6) If you were Dayang Sumbi, would you tell Sangkuriang the truth or would you keep the secret from him? Explain your answer.
7) What happened to Sangkuriang after he killed Tumang?
8) When Sangkuriang saw Dayang Sumbi, he proposed to marry her. Was he a bad son to his mother? Why did he want to marry her?
9) Why did Dayang Sumbi ask Sangkuriang to build a lake and a boat in one night?
10) Why could not Sangkuriang finish the boat?
11) How did the boat get upside down?
12) What have we learnt from the story?
    a. You must not kill your parents.
    b. You must not marry your mother.
    c. You should not hide the truth.
    d. You should accept the truth that you will get old.

Collecting Information

We will work in a group. We will read the story to each other.



Here are what we will do. **First**, we will listen carefully to our teacher reading the story. **Second**, we will repeat the story after the teacher, sentence by sentence. **Then**, in our group we will read the story to each other.

We will say the words loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help. We will take turn and we will correct any mistakes we hear.

We will work in groups to fill in the blank spaces in the summary of "Sangkuriang".



Here are what we will do. **First**, we will handwrite the summary on a piece of paper or type it on a computer. **Second**, we will fill in the blank spaces with the right words from the right column.

We will make sure we know the meaning of every word. We will use a dictionary. We will spell the words correctly. If we have any problems, we will go to our teacher for help.

Collecting Information

Paragraph 1

Dayang Sumbi was a __________ and kind-hearted princess, but __________ she was very lazy. Her hobby was __________ cloth. __________ her weaving tool fell. Tumang, a __________ dog, came to bring her __________ back to her. As she had promised, she __________ him. Tumang was actually a __________ who had been cursed by a __________ to become a dog. But sometimes he could __________ back to a normal man. Dayang Sumbi and Tumang got one __________. His name was Sangkuriang. He did not know that Tumang was his __________ because he was a dog __________ he was with him. Tumang always accompanied __________ whenever he went hunting in the __________.

- Sangkuriang
- witch
- turn
- whenever
- one day
- father
- male
- weaving
- tool
- married
- dog
- son
- woods
- beautiful
- sometimes
- man
- sadly

Collecting Information

Paragraph 2 When he was twelve years old, Dayang Sumbi __________ Sangkuriang to bring her a deer's __________. But after many days in the __________, he could not find a __________. He did not want to __________ his mother, so he killed Tumang and __________ his heart home and __________ it to his mother. Because of her __________ to Tumang, Dayang Sumbi __________ it was his heart, not a __________ heart. She got very angry __________ Sangkuriang. She hit him with __________ wood on his forehead, and __________ him to go away. __________ wounded, Sangkuriang left her and the __________.	leave brought village gave asked badly told a piece of love knew deer's at woods deer disappoint heart want

Collecting Information

We will put the sentences in the following next three paragraphs of the story in a good order.



Here are what we will do. **First**, we will read all the sentences in each paragraph. **Second**, we will think the good order of the sentences in it. **Third**, we will handwrite the good order of the sentences in each paragraph on a piece of paper.

We will use a dictionary. We will make sure we know the meaning of every word in the folktale. We will spell the words and use the punctuation marks correctly. We will say the words loudly, clearly, and correctly. If we have any problem, we will go to our teacher for help.

Paragragh 3

1. He fell in love with her at the first sight.
2. She could never get older because she was granted eternal youth by the gods.
3. There he met a beautiful young woman.
4. He did not know that she was Dayang Sumbi.
5. One day Sangkuriang went back to his village.
6. He was big and strong.

Collecting Information

Paragraph 4

1. Then, she got an idea.
2. Dayang Sumbi saw the bad scar on his forehead.
3. She gave him a task which she thought was impossible for him to do.
4. She told him the truth again and again, but he would not believe her.
5. One day he approached Dayang Sumbi to propose her.
6. She asked him to make her a lake and a boat in one night.
7. She soon realized that he was her own son, Sangkuriang.
8. She was thinking hard to find a way not to marry him.
9. She did not know Sangkuriang had genies to help him to do the task.

Paragraph 5

1. Knowing Dayang Sumbi cheated him, Sangkuriang got very angry.
2. Dayang Sumbi got very worried.
3. She was thinking hard again to find a way to fail him.
4. The genies thought that the morning was almost broken.
5. It is now known as Mount Tangkuban Perahu.
6. By dawn both the lake and the boat were almost done.
7. She asked the people in the village to burn the woods in the east, so that the light made all the cocks in the village crow.
8. They ran away as fast as they could, leaving the boat unfinished.
9. Then, she had an idea.
10. He kicked the boat so hard that it went upside down.

Reflecting

We will work in groups to reflect on our learning. We will discuss to complete the statements in the box.





I have learnt many new words from Sangkuriang, they are ____

____

I have learnt from the main character, Sangkuriang, that ______________________________

____

I have learnt from Dayang Sumbi that __________

____

Associating



We will listen to our teacher reading a folktale from Vietnam. The title is *"The Golden Star-Fruit Tree".*

Here are what we will do. We will listen carefully to our teacher reading the folktale. During the time, you will answer some questions about the story. We will ask our teacher questions, too.

We will use a dictionary. We will make sure we know the meaning of every word in the folktale. We will say the words loudly, clearly, and correctly.

THE GOLDEN STAR-FRUIT TREE

A long time ago, there was a rich old man living in Vietnam. He had two sons. They had very different attitudes. The older brother was very greedy, but the younger brother was very kind. When the old man died, the brothers divided his father's wealth into two parts. The big brother took almost everything. He gave his younger brother only a small piece of land, with a star-fruit tree in front of it. The younger brother did not mind. From then on he lived there and made his living only by selling star fruits from the tree.

Unfortunately, a very big raven often came and ate all the ripe fruits. At first, he was too afraid of the raven, and did not know what to do. But one day he dared to approach the raven. He begged to it not to eat the fruits. "If you eat the fruits, I will have nothing to sell to the market, and my family will starve."

Surprisingly the raven was not angry. He replied, "I need the fruits too. Can I have them and I'll pay you with gold. Bring a 1-meter long bag, and I'll

Associating

bring to a place full of gold and you can fill the bag full with gold." The younger brother then told his wife to make a 1-meter long bag. When the bag was done, he climbed on the raven's back and they flew to a place full of gold. He filled the bag full with gold, and then flew back home on the raven's back. From then on, the younger brother and his family could live happily in luxury.

On the commemoration of his father's death, he invited his older brother to come to his house. Thinking that his brother had a poor house, the big brother refused to come. But because his younger brother insisted, he and his wife finally decided to come. When they got to the younger brother's house, they were surprised to see that he was now very rich.

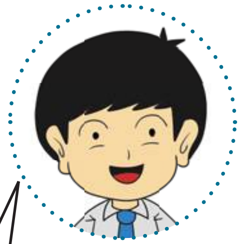
He asked his younger brother how he had got all his wealth, and the younger brother was happy to tell him the truth. Then, the greedy brother and his wife offered the younger brother to trade all their fortune for the star-fruit tree. The younger brother gladly accepted the offer. Soon the older brother and his family moved to the house with the star-fruit tree. When the raven came for the star fruits, the older brother made the same plea. As expected, the raven told him to bring a 1-meter long bag.

Because he was greedy, he asked his wife to make a much longer bag. When the bag was done, he climbed on the raven's back and then they flew to the place full of gold. He filled the big bag with gold. He also brought some gold in his pockets. On the way home, the load soon became too heavy for the raven. Unable to hang on, the raven swayed, and the greedy brother fell straight down to the sea with his bag and pockets full of gold. He sank very fast down the sea. The older brother finally died. He died because of his greediness.

Adapted from: www.vietspring.org/legend/caykhe.html,
visited on 10 October 2014 at 10.44 pm

Associating

We will work in a group. We will read the story to each other.



Here are what we will do. **First**, we will carefully listen to our teacher reading the story. **Second**, we will repeat the story after the teacher, sentence by sentence. **Then**, in the group we will read the story to each other.

We will say the words loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help. We will take turns reading and we will correct any mistakes we hear.

In our group we will identify the parts where the characters in 'Sangkuriang' and in 'The Golden Star-Fruit Tree' are introduced.



Here are what we will do. **First**, we will identify the parts where the characters in 'Sangkuriang' and in 'The Golden Star-Fruit Tree' are introduced. **Second**, we will handwrite our findings on a piece of paper with the heading 'The sentences to introduce the scenes and characters.' **Then**, we will share our work loudly and clearly to the class.

We will use a dictionary. We will make sure we know the meaning of every word in the folktale. We will spell the words and use the punctuation marks correctly. We will say the words loudly, clearly, and correctly. If we have any problem, we will go to our teacher for help.

Associating

In our group we will identify the parts where the characters in 'Sangkuriang' and in 'The Golden Star-Fruit Tree' face a problem.

Here are what we will do. **First**, we will identify the parts where the main character(s) in 'Sangkuriang' and in 'The Golden Star-Fruit Tree' face a problem. **Second**, we will handwrite our findings on a piece of paper with the heading 'The problems involving the characters in the story of ...'



While we are writing, we will say the words loudly, clearly, and correctly. If we have any problem, we will go to our teacher for help. Then, we will share our work loudly and clearly to the class.

In our group we will identify the parts where the problem in 'Sangkuriang' and in 'The Golden Star-Fruit Tree' face is resolved.



Here are what we are going to do. **First**, we will identify the parts where the problem in Sangkuriang and in The Golden Star-Fruit Tree is resolved. **Second**, we will handwrite our findings on a piece of paper with the heading 'The resolution of the problem'.

While we are writing, we will say the words loudly, clearly, and correctly. If we have any problem, we will go to our teacher for help. **Then**, we will share our work loudly and clearly to the class.

Communicating

In our journal, every one of us will handwrite our reflection on our learning process. We will use English or Bahasa Indonesia.



My Journal

I have just learnt to

____

____

____

The activities I like most were

____

____

____

The activities I found most difficult were

____

____

____

What I need to do better is/are

____

____

____

CHAPTER VIII
They are made in Indonesia



We will learn:

- to use sentences in the passive voice to describe objects.

Observing & Asking Questions

We will play the roles of the speakers in the pictures.

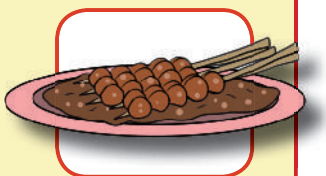


Here are what we will do. **First**, we will listen carefully to our teacher reading each of the descriptions of four popular foods from Indonesia. **Second**, we will repeat the description after our teacher, sentence by sentence. **Then**, in groups we will play the roles of the speakers.

We will say the sentences loudly, clearly, and correctly.

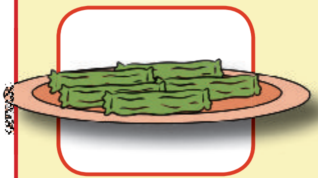


Satay or 'sate' **is made** of chicken, beef, or lamb. 'Sate ayam' **is made** of chicken, 'sate kambing' is made of lamb, and 'sate sapi' **is made** of beef. Small pieces of meat **are marinated** in spicy soy sauce. Some pieces of well **marinated** meat **are skewered**. Then, on skewers, satay **is grilled** over very hot charcoal. It **is served** with peanut sauce or soy sauce.



Observing & Asking Questions

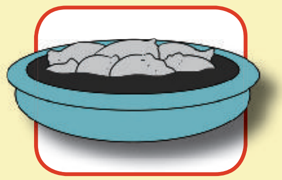


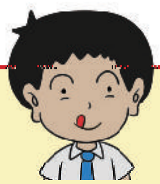


'Lemper' **is made** of a handful lump of **steamed** glutinuous rice. It **is filled** with chicken or beef filling. Each piece **is wrapped** in a banana leaf, and the wrapping **is secured** on both ends with tooth picks or 'lidi'. 'Lemper' in the banana leaf **is steamed**, or **cooked** over a very hot barbeque or grill. If the glutinuous rice **is well-cooked** before 'lemper' **is filled** and **wrapped**, it **can be served** straight away with the banana leaf still green and fresh.



'Pempek' is a very popular food from South Sumatra. It **is made** of fish and tapioca starch. Fish, tapioca starch, and water **are mixed** to make thick dough. In different shapes and sizes, the dough **is boiled** until it floats. The **cooked** 'pempek' **is** then **deep-fried**. 'Pempek' **is served** with very thin sauce called 'cuko'. 'Cuko' **is made** of water, palm sugar, chilly, garlic, tamarind, and salt.







'Kerupuk' are very crunchy crackers. Different kinds of crackers **are** easily **found** everywhere in Indonesia. It **is made** of tapioca starch. It **is flavoured** with fish, shrimp, or garlic. 'Kerupuk' **is shaped** in thin pieces. The pieces of 'kerupuk' **are dried** under the sun until it is completely dry and hard. Very dry 'kerupuk' **is deep-fried** in hot cooking oil. Some kinds of 'kerupuk' **are fried** in very hot sand.

Observing & Asking Questions

We will list the facts about the traditional foods stated by Udin, Siti, Lina and Beni. We will list eight facts about satay, six facts about 'lemper', seven facts about 'pempek', and eight facts about 'kerupuk'.

Here are what we will do. We will work in groups. **First**, we will study and copy the examples to our book. **Second**, we will read the descriptions carefully. **Third**, we will handwrite in our book the facts we find in the descriptions. **Finally**, we will underline the verb in every sentence.

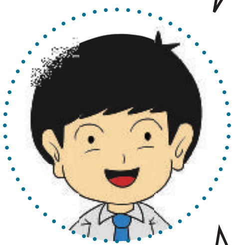


We will make sure we know the meaning of every word. We will use a dictionary. We will spell the words and use the punctuation marks correctly. While we are writing, we will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

1. *Eight facts about Satay stated by Udin.*
   1) *Satay or 'sate' is made of chicken, beef, or lamb.*
   2) *'Sate ayam' is made of chicken.*
   3) *'Sate kambing' is made of lamb.*
   4) *Etc.*

Observing & Asking Questions

In the conversations below, some tourists who have been to Indonesia are talking about some Indonesian arts. We will play the roles of the speakers in the pictures.



Here are what we will do. **First**, we will listen carefully to our teacher reading each of the conversations. **Second**, we will repeat the conversations after the teacher, sentence by sentence. **Then**, in groups we will play the roles of the speakers in the conversations.

We will say the sentences loudly, clearly, and correctly.



Bill: "This awesome gift **was given** to me by my friend."

Harry: "Wow, that looks nice! What **is it called**? Is that **made** in Indonesia?"

Bill: "Yes, it is. This **is called** an 'angklung'. 'Angklung' is a musical instrument from the Sundanese culture of West Java. It **is made** of bamboo. It **is used** to play not only traditional but also modern music."

Observing & Asking Questions

Bill: "That cloth looks beautiful! **Is** it **made** in Indonesia?"

Harry: "Yes, it is a traditional cloth from the Batak culture, North Sumatra. It **is called** 'ulos'."



Bill: "How do they wear it? When?"

Harry: "It is worn by men and women in ceremonial events like weddings and funerals. It **is** usually **draped** over one shoulder. Sometimes it **is worn** to cover both shoulders."

Bill: "What **is** it **made** of?"

Harry: "Ulos **is made** of cotton thread. The thread **is woven** by hand."



Bill: "I got this awesome souvenir when I was working in Papua last year. I love it!"

Harry: "What is that? Is that a bag or basket?"

Bill: "It is a bag. It **is called** a 'noken'. It **is made** in Papua."

Harry: "It looks strong. What **is** it **made** of?"

Bill: "It **is made** of wood fibre or leave fibre."

Harry: "The bag is very big and the straps are very long. How do you carry it?"

Bill: "Traditionally it **is hung** on the head to carry many things. I see it as a symbol of hard work."

Observing & Asking Questions

Bill: "The umbrella looks very artistic! I like the decoration of colourful flowers on it. Is that Indonesian art?"

Harry: "Yes. It **is called** 'payung geulis', or a beautiful umbrella. It **is made** in Tasikmalaya of the West Java province."



Bill: "What **is** it **made** of?"

Harry: "It **is made** of plain waterproof paper or cloth. Then, pictures of colourful flowers **are painted** or **embroidered** on the outer part of the paper umbrellas."

Bill: "Awesome!"

Collecting Information

We will work in groups to complete the sentences with the suitable verbs in the passive voice. We remember that each verb consists of two words.

Here are what we will do. **First**, we will study the examples carefully. **Second**, we will read each situation carefully. **Third**, we will discuss and decide the answers to fill in the blank spaces. **Finally**, we will handwrite the complete statements in our notebook. **Then**, we will underline the verbs in every sentence.



We will make sure we know the meaning of every word and spell it correctly. We will use a dictionary. We will use the punctuation marks carefully, too. While we are writing, we will say the words loudly, clearly and correctly.

Collecting Information

1. This musical instrument __________ an *angklung*. It __________ in Indonesia. It is from Sunda, West Java. It __________ of bamboo. It __________ to play traditional as well as modern music.

   This musical instrument is called an angklung. It is made in Indonesia. It is from Sunda, West Java. It is made of bamboo. It is used to play traditional as well as modern music.

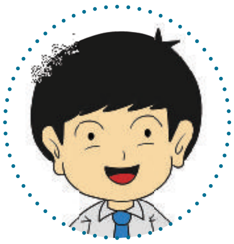
2. This cloth __________ an *ulos*. It __________ in North Sumatra, Indonesia. It __________ in special events like weddings and funerals. It __________ on one's shoulder or both shoulders. It __________ of cotton. It __________ by hand.

3. This bag __________ a *noken*. It __________ in Papua, Indonesia. The bag is very strong because it __________ of wood fibre or leave fibre. It __________ to carry many things. It __________ on the head.

4. The beautiful umbrella __________ *payung geulis*. It __________ in Tasikmalaya, Indonesia. It __________ of plain waterproof paper or cloth. Beautiful pictures of flowers __________ on paper umbrellas. On cloth umbrellas, the pictures __________.

Collecting Information

We will be drilled by our teacher to say the verbs in four different forms. We will use the verbs in this chapter.



Here are what we will do. **First**, we will do a written task in our group. We will copy the table with the verbs in the four forms to our notebooks. We will handwrite the work. **Second**, we will be drilled by our teacher to say the verbs in the four forms, orally. We must not see the table. Our teacher will say the "to..." form, and we will say the other three forms. We will do it very fast.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. While writing, we will say the words loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

No.	to–	Present	Past	For the Passive Voice
1.	to make	make	made	made
2.	to marinate	marinate	marinated	marinated
3.	to skewer	skewer	skewered	skewered
4.	to grill	grill	grilled	grilled
5.	to serve	serve	served	served
6.				

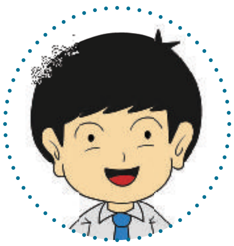
Collecting Information

7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				
23.				
24.				

Reflecting

We will work in groups to reflect on our learning. We will discuss to complete the statements in the box.





Now I know that the verb in the passive voice consists of two words, BE and the main verb in the last column (in past participle), for example ________

____

(get some examples from the texts you have learned).

The verb 'is' and 'are' are the variations of the verb BE in the simple present tense.

The passive voice verb is very useful to describe objects.

Associating

We will listen carefully to our teacher reading four texts taken from an encyclopedia and a science book, one by one.

Here are what we will do. **First**, we will carefully listen to our teacher reading each text. **Then**, in groups we will learn to read the text to each other. **Finally**, we will discuss the form and function of the bolded verbs with our teacher.



We will say the sentences loudly, clearly, and correctly.

Rocks

Rocks are very hard materials. Some rocks contain metals. They **are called** ores. Others contain fossils of animals or plants that die millions of years ago. Many rocks contain crystals. A few rock crystals, such as diamond, are extremely valuable because they are very rare. These crystals **are called** gems. Some rocks, such as sandstone, **are made** when mud or grains of sand **are** slowly **squashed** together.

(Adapted from *Science Made Easy*, 2008, p. 16)

Associating

Fabrics

Fabrics **are used** around the house to make clothes, curtains, towels and furniture coverings. Fabrics such as cotton, linen, wool and silk **are made** from natural fibres, which come from plants and animals. Fabrics **can** also **be made** of plastic, or a mixture of plastic and natural fibres. Fabrics have different properties. For example, some are tough, while others wear away quickly.

(Adapted from: *Science Made Easy*, 2008, p. 12)

Chickens

Chickens **are kept** as farm animals all over the world. They **are related** to wild birds that were tamed by humans over 4,000 years ago. Chickens can fly for short distances, but they prefer to walk or run.

Farmyard chickens eat seeds and small insects. They will also peck grain that **is sprinkled** on the ground. On some big farms, however, hens **are fed** on special food and kept in small cages.

Male chickens **are called** cockerels and have large crests on their heads and a ruff of long feathers round their necks. They often make a loud crow, especially at daybreak. Female chickens **are called** hens. They are smaller and less colourful than cockerels. Hens **are kept** for both their meat and their eggs.

(Adapted from: *The Little Animal Encyclopedia*, 2001, p. 35)

Associating

Cows and Bulls

Female cattle **are called** cows and the males **are called** bulls. They **are kept** on farms all over the world for their meat, called beef, and for their milk. We also use their hides (skin) to make leather shoes and clothes.

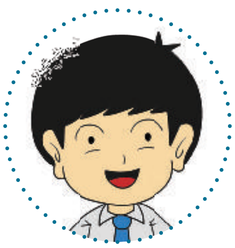
Female cattle that **are reared** for their milk **are called** dairy cows. Twice a day they **are brought** in from the fields **to be milked**. Special machines suck the milk from the cow's udder.

Although they are not clever animals, cattle are very strong. In many parts of the world, they **are used** to pull ploughs and carts.

(Adapted from: *The Little Animal Encyclopedia*, 2001, p. 41)

Associating

We will work in groups to identify the uses of the passive voice. 1. To state the objects' identities; 2. To state the materials that make the objects; 3. To state the functions of the objects; 4. To state what happen/happened to the objects.



Here are what we will do. **First**, we will copy and study the examples carefully. **Second**, we will read the texts carefully to find statements that match each of the use of the passive voice. **Third**, we will identify the statements that match each function. **Then**, every one of us will handwrite the work in our notebooks.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Associating

To state the objects' identities

No.	Sentences in the Passive Voice	Title of Text
1.	They **are called** ores.	Rocks
2.	These crystals **are called** gems.	Rocks
3.		
4.		
5.		
6.		

To state the materials that make the objects

No.	Sentences in the Passive Voice	Title of Text
1.	Fabrics **can** also **be made** of plastic, or a mixture of plastic and natural fibres.	Fabrics

To state the functions of the objects

No.	Sentences in the Passive Voice	Title of Text
1.	Fabrics **are used** around the house to make clothes, curtains, towels and furniture coverings.	Fabrics
2.		

Associating

To state what happen/happened to the objects

No.	Sentences in the Passive Voice	Title of Text
1.	Some rocks, such as sandstone, **are made** when mud or grains of sand **are** slowly **squashed** together.	Rocks
2.		
3.		
4.		
5.		
6.		
7.		

Communicating

We will work in groups. We will state five facts to describe some objects from our local culture. 1. Two traditional foods; 2. Two traditional handicrafts; 3. Two local animals.

Here are what we will do. **First**, we will discuss and decide what objects to describe. **Then**, we will discuss and decide five facts about about each object, and state them in the passive voice. We will use the words we have learned in this chapter. **Finally**, every one of us will handwrite the description in our notebooks.



We will use a dictionary. We will spell the words and use the punctuation marks correctly. While we are writing, we will also say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Communicating



In our journal, every one of us will handwrite our reflection on our learning process. We will use English or Bahasa Indonesia.

My Journal

I have just learnt to

____

____

____

The activities I like most were

____

____

____

The activities I found most difficult were

____

____

____

What I need to do better is/are

____

____

____

CHAPTER IX
What is it?



We will learn:

to obtain and share information about things, animals, natural phenomena, and social phenomena, in order to get the general knowledge about them.

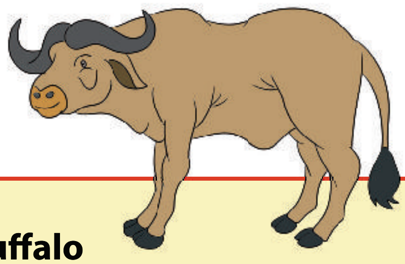
Observing & Asking Questions

We will listen and read two texts about animals that also live in Indonesia, the “Buffalo” and the “Bat”. We can find of texts in an animal encyclopedia.



Here are what we will do. **First**, we will carefully listen to the teacher reading each of the texts. **Second**, we will repeat the texts after the teacher, sentence by sentence. **Finally**, in the group we will learn to read the texts to each other.

We will say the sentences loudly, clearly, and correctly.



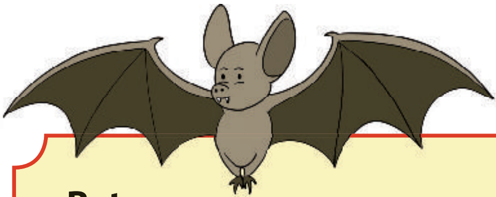
Buffalo

Buffalo are big, strong, dark-coloured mammals with huge horns. African buffalo live in herds of several hundred – usually near water, as they love to wallow in mud. African buffalo have very bad tempers, so humans have never managed to tame them.

Water buffalo are found in the wetter areas of Asia. Few are found in the wild now and they are mostly kept as farm animals. Water buffalo have been domesticated for 3,000 years. They are used to pull carts and ploughs, but they can be kept for their meat, milk, and hides. Only a few survive in the wild in Asia, but buffalo are released to run free in the swamps of the Northern Territory of Australia.

(Adapted from The Little Animal Encyclopedia, 2001, p. 26)

Observing & Asking Questions



Bat

Bats have big ears, furry bodies and wings like leather. They are nocturnal mammals. This means they sleep in caves and attics during the day and fly out to feed at night-time.

Bats are the only mammals that can fly. They are very fast and acrobatic. When they chase after insects, they twist and turn in mid-air. Bats use sound to catch insects in the darkness. They send out high-pitched squeals that humans cannot hear. The echoes that bounce back tell the bats exactly where they will find their prey.

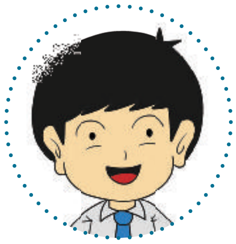
Flying foxes, or fruit bats, are large bats that live in tropical Africa and Asia. They mainly eat fruit. Flying foxes are important because they help to spread the pollen and seeds of many plants.

(Adapted from The Little Animal Encyclopedia, 2001, p. 19)

Observing & Asking Questions

We will look closely at the texts of "Buffalo" and "Bat" by using a table of analysis below.

Here are what we will do. **First**, we will study the examples carefully. **Second**, we will read each situation carefully. **Third**, we will discuss and decide the answers to fill in the blank spaces. **Finally**, we will handwrite the complete statements in our notebook. **Then**, we will underline the verbs in every sentence.



We will make sure we know the meaning of every word and spell it correctly. We will use a dictionary. We will use the punctuation marks carefully, too. While we are writing, we will say the words loudly, clearly and correctly.

Observing & Asking Questions

Buffalo

MAIN IDEA	
Species	Buffalo **__are__** big, strong, dark-coloured mammals with huge horns
DETAILED FACTS	
Habitat	1) Water buffalo **__are found__** in the wetter areas of Asia. 2) Few **__are found__** in the wild now 3) Only a few **__survive__** in the wild in Asia, 4) but buffalo **__are released to run free__** in the swamps of the Northern Territory of Australia.
Habits	1) African buffalo **__live__** in herds of several hundred – usually near water, 2) as they **__love to wallow__** in mud.
Physical characteristics	Buffalo **__are__** big, strong, dark-coloured mammals with huge horns
Emotional characteristics	1) African buffalo **__have__** very bad tempers, so humans **__have__** never **__managed__** to tame them. 2) Water buffalo **__have been domesticated__** for 3,000 years.
Functions	1) They **__are__** mostly **__kept__** as farm animals. 2) They **__are used__** to pull carts and ploughs, 3) but they **__can be kept__** for their meat, milk, and hides.

Observing & Asking Questions

BAT

MAIN IDEA	
Species	1) They **are** nocturnal mammals. 2) Bats **are** the only mammals that **can fly**. 3) Flying foxes, or fruit bats, **are** large bats that live in tropical Africa and Asia.
DETAILED FACTS	
Habitat	This means they **sleep** in caves and attics during the day.
Habits	1) This means they **sleep** in caves and attics during the day 2) and **fly** out **to feed** at night-time. 3) When they **chase** after insects, 4) they **twist** and **turn** in mid-air. 5) Bats **use** sound **to catch** insects in the darkness. 6) They **send** out high-pitched squeals that humans cannot hear. The echoes that **bounce** back **tell** the bats exactly where they will find their prey. 7) They [flying foxes] mainly eat fruit.
Physical characteristics	1) Bats **have** big ears, furry bodies and wings like leather. 2) They **are** very fast and acrobatic.
Emotional characteristics	No information available
Functions	Flying foxes are important because they help to spread the pollen and seeds of many plants.

Observing & Asking Questions

We will learn to present the texts orally. We will use the presentation guide.



Here are what we will do. **First**, we will listen and repeat each text with guiding sentences after the teacher, sentence by sentence. **Second**, in each group we will learn to present the analysis of each text to each other orally.

We will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.



Here are the facts about the buffalo stated in the text.

There is one fact about their species. They are big, strong, dark-coloured mammals with huge horns.

There are four facts about their habitats. One, Water buffalo are found in the wetter areas of Asia. **Two,** few are found in the wild now. **Three**, only a few survive in the wild in Asia. **Four,** buffalo are released to run free in the swamps of the Northern Territory of Australia.

There are two facts about their habits. One, African buffalo live in herds of several hundred – usually near water. **Two**, they love to wallow in mud.

There is one fact about their physical characteristics. Buffalo are big, strong, dark-coloured, with huge horns.

There are two facts about their emotional characteristics. One, African buffalo have very bad tempers, so humans have never managed to tame them. **Two**, water buffalo have been domesticated for 3,000 years.

There are three facts about the functions of water buffalo to human beings. One, they [water buffalo] are mostly kept as farm animals. **Two**, they are used to pull carts and ploughs. **Three**, they can be kept for their meat, milk, and hides.



Observing & Asking Questions



Here are the facts about the bat stated in the text.

There are three facts about their species stated in the text. One, they are nocturnal mammals. Two, bats are the only mammals that can fly. **Three**, Flying foxes, or fruit bats, are large bats that live in tropical Africa and Asia.

There is one fact about their habitats. This means they sleep in caves and attics during the day.

There are seven facts about their habits stated in the text. One, This means they sleep in caves and attics during the day. **Two**, they fly out to feed at night-time. **Three**, they chase after insects. **Four**, they twist and turn in mid-air. **Five**, bats use sound to catch insects in the darkness. **Six,** they send out high-pitched squeals that humans cannot hear.

The echoes that bounce back tell the bats exactly where they will find their prey. And **seven**, they, or flying foxes, mainly eat fruit.

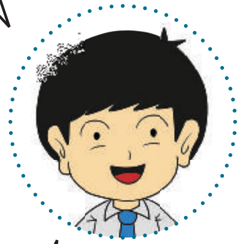
There are two facts about their physical characteristics. One, bats have big ears, furry bodies and wings like leather. **Two**, they are very fast and acrobatic.

There is no information available about their emotional characteristics.

There is only one fact about their functions to human beings. Flying foxes are important because they help to spread the pollen and seeds of many plants.

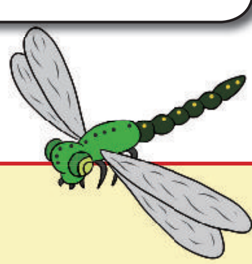
Collecting Information

We will read three more texts about animals that live in Indonesia: the dragonfly and damselfly, grasshopper, and fish. These texts have been adopted from an encyclopedia.



Here are what we will do. **First**, we will listen carefully to the teacher reading each of the texts. **Second**, we will repeat the texts after the teacher, sentence by sentence. **Then**, in groups we will learn to present each of the texts to each other orally.

We will say the sentences loudly, clearly, and correctly.



Dragonfly and Damselfly

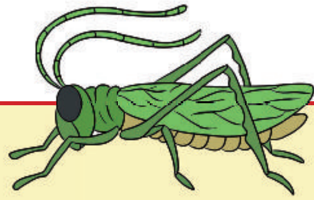
Dragonflies are the fastest flying insects. They swoop over the streams and ponds up to 90 kilometres per hour. Damselflies have longer, thinner bodies and are more delicate, with a slow, fluttering flight. The wings of the damselfly are almost transparent. They shimmer as the damselfly searches for small insects to eat.

Dragonflies and damselflies live near water. They lay their eggs on plants. When they hatch, the young ones, called nymphs, come out of the eggs. They feed on other water creatures, and after two years the nymphs grow into adults.



(Adapted from The Little Animal Encyclopedia, 2001, p. 51)

Collecting Information

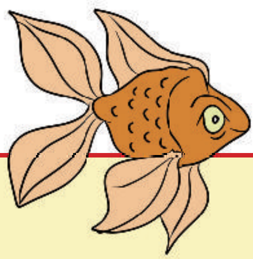


Grasshopper

Grasshoppers are insects that prefer to hop on their long back legs rather than fly. Males 'sing' to attract mates – grasshoppers do this by rubbing their back legs together.

Grasshoppers have very strong muscles in their long back legs and an amazing spring in their knees. The grasshopper can jump 12 times its own length – this would be like a child jumping over a house!

(Adapted from The Little Animal Encyclopedia, 2001, p. 43)



Fish

Fish live in saltwater and freshwater all over the world. They come in many different shapes and sizes, but most are covered in scales and have strong fins for swimming. A fish's scales all lie in the same direction to help the fish slip through water.

Like us, fish need oxygen to live. But instead of breathing air, they absorb the oxygen in water. Water enters the mouth and is swept over the gills. The oxygen passes from the water into tiny blood vessels in the gills.

Fish often swim in groups called shoals. One reason they do this is for protection. Many fish together can confuse a predator. This makes it hard for the predator to single out a fish.

(Adapted from The Amazing World of Living Things, no date, p. 75)

Collecting Information

We will look closely at the three texts by using the same table of analysis.



Here are what we will do. We will work in groups. **First**, we will choose two from three texts to be analyzed. **Second**, we will discuss to fill in the tables with the facts stated in the texts. **Then**, every one of us will handwrite the analysis in the notebook or type it on a computer. **Finally**, in our group we will learn to present our analysis of the two texts orally to each other.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Associating

We have learnt some texts about animals. Now, we will read texts about non-living objects.

Here are what we will do. **First**, we will listen carefully to the teacher reading each of the texts. **Second**, we will repeat the texts after the teacher, sentence by sentence. **Then**, in our groups we will learn to read each text to each other.



We will say the sentences loudly, clearly, and correctly.

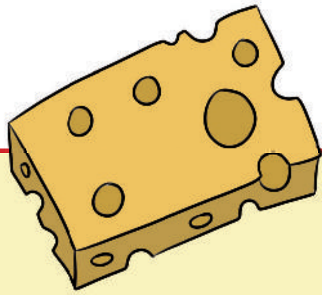
MATERIALS

Our world is made up of many different materials. Metals come from rocks. Wood comes from trees. Plastics and glass are made in factories. Ceramics are made of mud and clay. Most fabrics are made of parts of plants or animals. We use all these materials to build our homes and to make the things we use every day.

A material that soaks up water well is said to be absorbent. A material that resists water is said to be waterproof. Tissues are made of a special absorbent paper.

Some materials, such as metal, feel cold when you touch them because they draw the heat from your hand. They are said to be good thermal conductors. Other materials, such as wood, feel warm to the touch. They do not draw heat from your hand and are said to be good thermal insulators.

Associating



Sponge

There are different types of sponges. Some sponges are natural and come from animals that live in warm seas. Most sponges found in the house are made of rubber. Sponge absorbs water well. Water is held in tiny holes inside a sponge. It will only come out when the sponge is squeezed. The best sponges mop up lots of water.

(Adapted from *Learn Science*, Dorling Kimberley, 2010)

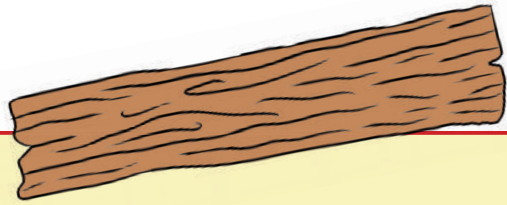


Fabric

There are different kind of fabrics. Fabrics such as cotton, linen, wool and silk are made of natural fibres, which come from plants and animals. Fabrics can also be made of plastic, or a mixture of plastic and natural fibres. Fabrics have different properties. For example, some are tough, while others wear away quickly. Fabrics are used around the house to make clothes, curtains, towels and furniture coverings.

(Adapted from *Learn Science*, Dorling Kimberley, 2010)

Associating



Wood

Wood is a natural material. It comes from the trunks and branches of trees. Different trees produce different kinds of wood. Some woods, such as oak, are very hard. Others, such as blasa, are very soft. Most woods are light enough to float but some, such as ebony, sink. Wood has a distinctive smell. When you hit it with a hammer, it has a distinctive sound.

Some woods, such as ebony, are so hard that it is almost impossible to saw or knock a nail into them. Balsa wood is so soft you can easily break it with your fingers. Different woods are chosen to make different types of furniture, depending on how strong the furniture needs to be.

(Adapted from *Learn Science*, Dorling Kimberley, 2010)

Associating

We will look closely at the texts by using a similar table of analysis.



Here are what we will do. We will work in groups. **First**, we will study the example carefully. **Second**, we will choose two from three texts to be analyzed. Third, we will discuss to fill in the tables with the facts stated in the text, like the examples. **Then**, every one of us will handwrite the analysis in the notebook or type it on a computer. **Finally**, we will present our analysis of the two texts orally to each other.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Associating

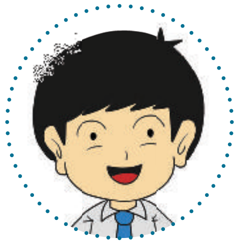
Materials

MAIN IDEA	
Class	1) A material that **soaks** up water well **is said to be** absorbent. 2) A material that **resists** water **is said to be** waterproof.
DETAILED FACTS	
Materials	1) Our world **is made up** of many different materials. 2) Metals **come** from rocks. 3) Wood **comes** from trees. 4) Plastics and glass **are made** in factories. 5) Ceramics **are made** of mud and clay. 6) Most fabrics **are made** of parts of plants or animals. 7) Tissues **are made** of a special absorbent paper.
Characteristics	1) Some materials, such as metal, **feel** cold when you **touch** them because they **draw** the heat from your hand. They **are said to be** good thermal conductors. 2) Other materials, such as wood, **feel** warm to the touch. 3) They **do not draw** heat from your hand and **are said to be** good thermal insulators.
Functions	We **use** all these materials **to build** our homes and **to make** the things we use every day.

Communicating

Now, we will work with two texts that are not punctuated at all. We will read them carefully in order to punctuate them properly, one by one. The texts are all about social phenomena. First we will study the example.

Here are what we will do. We will work in groups. **First**, we will read the text about 'tax' that is not punctuated. We will read carefully to identify the sentences in the text. We will do it orally. We will not see the punctuated text yet. **Second**, we will rewrite and punctuate the text. **Third**, we will read our sentences loudly to check if they are meaningful. **Finally**, we will check if they match the well punctuated text below.



We will say the sentences loudly, clearly, and correctly.

Not Punctuated

tax

responsible citizens and companies pay tax regularly tax is money that is paid to the government there are different kinds of tax income tax property tax service tax sales tax and so on tax is also paid on goods and services people pay tax according to their income and business pay tax according to their profits the money that the government gets from tax is often called tax-payers' money with tax-payers' money the government can do many useful programs that benefit the citizens the government can build and maintain roads public transportation health-care system education sanitation public safety and so on good public services can only be realized if people and business companies pay tax

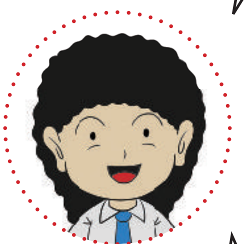
Communicating

Properly Punctuated

Tax

Responsible citizens and companies pay tax regularly. Tax is money that is paid to the government. There are different kinds of tax: income tax, property tax, service tax, sales tax, and so on. Tax is also paid on goods and services. People pay tax according to their income and business pay tax according to their profits. The money that the government gets from tax is often called tax-payers' money. With tax-payers' money the government can do many useful programs that benefit the citizens. The government can build and maintain roads, public transportation, health-care system, education, sanitation, public safety, and so on. Good public services can only be realized if people and business companies pay tax.

Now, we will study the example to analyse the text.



Here are what we will do. We will work in groups. **First**, we will copy the table that analyses the text entitled 'Tax' in our notebooks. We will handwrite it. **Second**, in the group we will learn to present the analysis of the texts orally to each other.

We will spell the words and use the punctuation marks correctly. We will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Communicating

Tax

MAIN IDEA	
Definition	1) Tax is money that is paid to the government. 2) The money that the government gets from tax is often called tax-payers' money.
DETAILED FACTS	
Elements	1) There are different kinds of tax: income tax, property tax, service tax, sales tax, and so on. 2) Tax is also paid on goods and services.
Characteristics	1) Responsible citizens and companies pay tax regularly. 2) People pay tax according to their income and business pay tax according to their profits.
Functions	1) With tax-payers' money the government can do many useful programs that benefit the citizens. 2) The government can build and maintain roads, public transportation, health-care system, education, sanitation, public safety, and so on. 3) Good public services can only be realized if people and business companies pay tax.

Communicating

Now, we will do the same with two texts that are not punctuated at all. We will punctuate them. One text is about family, and the other one is about neighbourhood.

Here are what we will do. We will work in groups. **First**, we will read each text carefully in order to identify the sentences in the texts. We will do it orally. **Second**, we will rewrite and punctuate the text. This is the first draft. **Third**, we will read the sentences in the text to each other to check if they are meaningful. **Then**, we will write the final form of the texts. **Finally**, we will read the whole text to the class.



We will say the sentences loudly, clearly, and correctly.

Communicating

family

a family is a group of people who live together in the same house a complete family consists of parents and one or more children it is called a nuclear family in many countries a family can be extended to include relatives such as grandparents uncles aunts cousins nephews and nieces living together under the same house this big family is called an extended family the members of a family share the housework and take care of each other with the family we feel safe and happy to go home means to return to our family in order to have a rest to watch tv to eat together and to share happiness and sadness with each other with our family we grow up to be healthy and useful individuals

(Adapted from https://en.wikipedia.org/wiki/Family)

neighbourhood

a neighbourhood is a social community within a city, town or village a neighbourhood is made up of families who live near each other as neighbours there is a lot of face-to-face interaction among them neighbourhoods have many benefits for the members a strong and closely related neighbourhood is a safe environment for the children to grow up mothers and girls can also learn certain skills like cooking and knitting from each other with little or no money there are many enjoyable neighbourhood activities too like sports and celebrations neighbourhoods also protect the families from crimes

(Adapted from https://en.wikipedia.org/wiki/Neighbourhood)

Communicating

Now, we will analyse each text using a different table of analysis below.



Here are what we will do. We will work in groups. **First**, we will discuss to fill in the tables with the facts stated on the text, like the examples. **Then**, every one of us will handwrite the analysis in the notebook or type it on a computer. **Finally**, we will present our analysis of the two texts orally to each other.

We will spell the words and use the punctuation marks correctly. We will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

MAIN IDEA	
Definition	1) ____________________ 2) ____________________
DETAILED FACTS	
Elements	1) ____________________ 2) ____________________
Characteristics	1) ____________________ 2) ____________________
Functions	1) ____________________ 2) ____________________

Communicating

Family

MAIN IDEA	
Definition	1) A family **<u>is</u>** a group of people who live together in the same house. 2) It **<u>is called</u>** a nuclear family. 3) This big family **<u>is called</u>** an extended family.
DETAILED FACTS	
Elements	1) A complete family **<u>consists</u>** of parents and one or more children. 2) In many countries, a family **<u>can be extended to include</u>** relatives such as grandparents, uncles, aunts, cousins, nephews and nieces living together under the same house.
Characteristics	The members of a family **<u>share</u>** the housework and take care of each other.
Functions	1) With the family we **<u>feel</u>** safe and happy. 2) **<u>To go</u>** home means **<u>to return</u>** to our family in order have a rest, **<u>to watch</u>** TV, **<u>to eat</u>** together, and **<u>to share</u>** happiness and sadness with each other. 3) With our family we **<u>grow</u>** up to be healthy and useful individuals.

Communicating

Now, we write one text about an animal, one text about a non-living thing, and one text about people.

Here are what we will do. We will work in group. **First**, we will choose one from the three objects:

1) ant, cockroach, mouse

2) desk, blackboard, bench

3) sport team, English club, boy scouting

Second, we will discuss to find ideas to write. We will use the same table to help us. **Third**, we will put the ideas into effective sentences, like those in the texts we have studied here. We will do it one part at a time. **Fourth**, we will read the sentences in the text to each other to check if they are meaningful. **Then**, we will write the final form of the texts on a piece of paper. **Finally**, we will present our texts on the wall of classroom. We will answer the questions from the people who come to visit our texts.



We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Communicating



In our journal, every one of us will handwrite our reflection on our learning process. We will use English or Bahasa Indonesia.

My Journal

I have just learnt to

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The activities I like most were

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The activities I found most difficult were

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____

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What I need to do better is/are

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CHAPTER X

Come and visit us!



We will learn:

- to understand the promotion of goods and services in short and simple advertisements.

Observing & Asking Questions



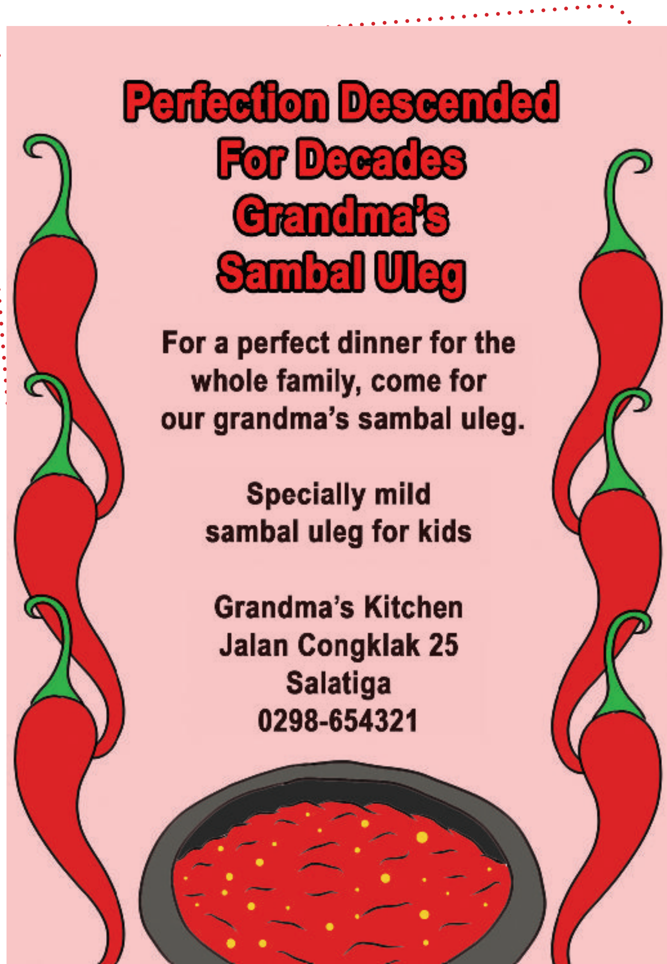
We will read two advertisements, Fried Kepok Banana Sensation and Grandma's Sambal Uleg.

Here are what we will do. **First**, we will listen carefully to our teacher reading the advertisements. **Second**, we will repeat after our teacher, sentence by sentence. **Then**, in groups we will learn to read the recipe to each other.

We will say the sentences loudly, clearly, and correctly.



Observing & Asking Questions



Observing & Asking Questions

We will identify different kinds of information in the advertisements with a table of analysis.

Here are what we will do. We will work in groups. **First**, we will study the examples carefully and copy them in our notebooks. **Second**, we will identify the different kinds of information in the other advertisements and put them in the right rows.



We will use a dictionary. We will spell the words and use the punctuation marks correctly. When we are writing, we will say the words loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Observing & Asking Questions

*Goods/~~services~~ **	Fried kepok banana
Varieties	Chocolate, coconut, original
Price	IDR3,000/packs of 3 pieces
Time/Place	Wednesday & Friday, 12 pm – 3 pm At the school canteen
Contact number/email address	Maria, 0812345678 Murni, 0812098765
Selling points/promoting words	hot and sensational

* Cross the one that does not refer to the object promoted.

*Goods/~~services~~ **	
Varieties	
Price	Not available
Time/Place	
Contact number/email address	
Selling points/promoting words	

* Cross the one that does not refer to the object promoted.

Collecting Information

We will identify different kinds of information in some more advertisements with the same table of analysis.



Here are what we will do. We will work in groups. **First**, we will read the advertisements to each other. **Second**, we will identify the different kinds of information in the other advertisements and put them in the right rows.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. While we are writing, we will say the words loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Collecting Information



A Complete Encyclopedia
of Flora and Fauna
In English

Get to know animals and plants
from around the world.

Highly recommended
by all teachers.

The school library
8 am to 1 pm

Story-Telling Competition
For Grade 7 and Grade 8 students
A special prize for the winner
A complete set of 10 story books
for children for the first five
winners.

Registration
Pak Imam
Adminstration Office,
8 am to 2 pm
Monday to Friday

Collecting Information





Associating

We will analyse another kind of advertisement: the classified advertisement. We will identify different kinds of information in some more advertisements with the same table of analysis.



Here are what we will do. We will work in groups. **First**, we will read the advertisements to each other. **Second**, we will identify the different kinds of information in the other advertisements and put them in the right rows.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. While we are writing, we will say the words loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Associating

COURSES

ABC Indonesian Course for foreigners. Experienced & friendly teachers. We can come to your place. For further info, call 081201012 or lea@abc.com.

Bima English Course. English for children, SMP& SMA students. Interesting events in English. For further info, visit bimaenglish.com.

SERVICES

Free Jaipong Lesson. Every Saturday, 10 am – 12 pm, Bangsal Budaya, Sumedang. For further info call Asep Subagja at 0812128123.

Housework services. Need help to clean and fix your house? Services for your gutters, fences, floors, ditches. Call Heri, 08131940257.

ABCD Translation Service. English-Indonesian, Indonesian-English. Experienced translators. Free pick-up & delivery. 031-8627672.

GOODS

Brand new 2-bedroom houses. Ceramic floors, big sinks, shower and bath. Near market and bus terminal. Call Rumah Kita, 08159929439.

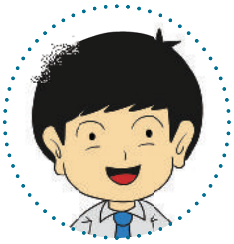
A 100-year-old antique cupboard. Solid teak wood. Newly polished. Delivered to your place for free. Call Ahmad, 021-28808080.

Motors of all brands. New and used. Good prices. Rianto, 0865234565

Books, magazines, novels, dictionaries, encyclopedias, CDs, etc. Old and new. Local and imported. Toko Buku Cerdas. Jl. Dwima 6-7 Blitar.

Associating

We will find one advertisement of goods and one advertisement of service from a magazine or a newspaper. We will use the same table to analyse the structure of each advertisement.



Here are what we will do. We will work in groups. **First**, we will find one advertisement of goods and one of service from a magazine or newspaper. **Second**, we will analyse the advertisements. We will discuss and put the right words into the right rows. **Finally**, every one of us will handwrite the analysis in the notebook or type it on a computer.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. While we are writing, we will say the words loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Communicating

In our journal, every one of us will handwrite our reflection on our learning process. We will use English or Bahasa Indonesia.



My Journal

I have just learnt to

____

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____

The activities I like most were

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____

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The activities I found most difficult were

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What I need to do better is/are

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CHAPTER XI

You can always come back home

We will learn:

to get the message from a song.



Observing & Asking Questions

We will read the lyric of a song. If we want, we can download the song from YouTube. Here is a very good song about parents' nature to always protect their children. Their home is always open for their children to return for their protection.



Here are what we will do with the song. **First**, we will copy the song in our notebooks. **Second**, we will listen carefully to our teacher reading the lyric, meaningfully. **Third**, we will repeat the lyric after the teacher, line by line. **Finally**, in the group we will learn to read the lyric to each other, meaningfully too.

We will say the words loudly, clearly, and correctly.

93 Million Miles
Jason Mraz

93 million miles from the Sun,
people get ready get ready,
'cause here it comes it's a light, a beautiful light,
over the horizon into our eyes
Oh, my my how beautiful, oh my beautiful mother
She told me, "Son in life you're gonna go far, and if you do it right you'll love where you are
Just know, that wherever you go, you can always come home"

Observing & Asking Questions

240 thousand miles from the Moon, we've come a long way to belong here,
To share this view of the night, a glorious night,
over the horizon is another bright sky
Oh, my my how beautiful, oh my irrefutable father,
He told me, "Son sometimes it may seem dark, but the absence of the light is a necessary part.
Just know, you're never alone, you can always come back home"
Ohh…ohh…ohh… 2x

You can always come back…back…

Every road is a slippery slope
There is always a hand that you can hold on to.
Looking deeper through the telescope
You can see that your home's inside of you.

Just know, that wherever you go,
no you're never alone,
you will always get back home

Ohh…ohh…ohh… 5 x

93 million miles from the Sun,
people get ready get ready,
'cause here it comes it's a light, a beautiful light, over the horizon into our eyes…

Collecting Information

We will read the lyric very carefully to understand the message. We will use some sentences that will guide us to do it. The sentences contain important messages in the song.

Here are what we will do. We will work in groups. **First**, we will read the guiding sentences carefully. **Second**, we will discuss to find the parts of the lyric that contain the given messages. **Then**, every one of us will handwrite the message and the sentences in our notebooks. We will first copy the examples. **Finally**, we will discuss the answers with our teacher.



We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Collecting Information

1. If you are a good person, you will always be happy wherever you are.

____

1. If you are a good person, you will always be happy wherever you are.

<u>Son, in life you're gonna go far, and if you do it right you'll love where you are.</u>

2. When you find a problem, don't worry, because there is always something that you can learn from it.

____

3. Your parents will always be with you and help you when you have a problem in your life.

____

4. Life is not always easy, but don't worry, your parents are always ready to help you.

____

5. In your life, when you have a problem, come to us and we will always be ready to help you.

____

Communicating



In our journal, every one of us will handwrite our reflection on our learning process. We will use English or Bahasa Indonesia.

My Journal

I have just learnt to

____

____

____

The activities I like most were

____

____

____

The activities I found most difficult were

____

____

____

What I need to do better is/are

____

____

____

"The great thing about a computer notebook is that no matter how much you stuff into it, it doesn't get bigger or heavier."

BILL GATES

In Reader's Digest, September 1999, p. 61



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Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):

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2. “Tipe proses dalam berbagai teks dalam koran serta pengungkapannya dengan kelas kata verba bahasa Indonesia”, yang diterbitkan dalam jurnal ilmiah *Linguistik Indonesia*, volume 28(2), tahun 2010
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